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ABSTRACT

This manual consists of a compilation of California State College guidelines and recommendations relevant to external degree programs. Sections in the manual refer specifically to: (1) procedures to be followed by the Commission on External Degree Programs in acting on proposals received from the colleges; (2) criteria to be utilized by the Commission on considering proposals from the colleges; (3) guidelines for implementation of trustee regulations regarding fees, residence credit, and establishment of new majors; (4) a summary and attempt to categorize various models for external degree programs; (5) guidelines for preparation of proposals requesting approval for establishment of pilot external degree programs; (6) guidelines for evaluation of pilot external degree programs; (7) questions regarding external degree programs and Commission responses; and (8) an example of a proposed external degree program that has been approved by the Commission. (HS)

ED 068052

MANUAL FOR

PREPARATION OF PROPOSALS

FOR

EXTERNAL DEGREE PROGRAMS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION

HE 003 524

THE COMMISSION ON EXTERNAL DEGREE PROGRAMS
The California State University and Colleges
1801 East Cotati Avenue
Rohnert Park, California 94928

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THE MANUAL

This manual consists of a compilation of California State College guidelines and recommendations relevant to external degree programs. The manuals have been assembled in loose leaf form to facilitate revision as policies change or additional guidelines are developed.

Each copy of the manual is numbered so as to expedite the process of updating. Revisions will be sent to the original recipients of the manuals: Presidents, Deans of Continuing Education (five copies), and Academic Vice Presidents (five copies).

PROCEDURES TO BE FOLLOWED BY COMMISSION IN ACTING ON PROPOSALS RECEIVED FROM THE COLLEGES

PROCEDURES TO BE FOLLOWED BY COMMISSION
IN ACTING ON PROPOSALS RECEIVED FROM THE COLLEGES

1. Commission staff:

    a. Provides continuous information to campuses regarding programs at other colleges inside and outside the system.

    b. Provides continuous encouragement and consultation.

    c. Employs faculty members as technical consultants.

2. Proposals are developed on campus and cleared through the necessary on-campus consultative processes before being forwarded to the Commission through the college's president or vice president for academic affairs.

    a. Informal contact with the colleges will be maintained by the Executive Secretary of the Commission.

    b. The Executive Secretary, and other members of the Commission will keep the Commission and the State College Dean of Academic Planning apprised of preliminary developments taking place on the campuses.

    c. The Executive Secretary will consult with campus personnel, on request, during the proposal development phase.

    d. From its budget, the Commission, in some instances, may make consultants available to a college during the proposal development phase.

    e. The Commission may, in some instances, assist individual colleges in finding other sources of funding during the proposal development phase.

3. The proposal is forwarded to the Commission by the college president or vice president for academic affairs.

4. The Commission Executive Secretary, and/or members of the Commission, consult with the State College Dean of Academic Planning regarding the proposal.

5. The proposal, and reports regarding the preceding consultation with the State College Dean of Academic Planning, is presented to the Commision.

    a. Representatives of the college making the proposal may be asked to support the proposal with a verbal presentation to the Commission.

    b. Other concerned persons, identified during consultations regarding the proposal, may be invited to appear.

6. After considering the proposal, the Commission may recommend:

   a. that it be implemented;

   b. that it be revised;

   c. that it not be implemented.

7. In recommending the implementation of proposals which will not be self-supporting and which will require additional funding, the Commission might recommend:

   a. That the college use funds from the Campus Innovative Reserve.

   b. That the college use funds from the Systemwide Innovative Reserve.

   c. That the college be assisted in funding its project from other sources identifiable at the time.

8. If the Commission recommends the use of funds from the Systemwide Innovative Reserve, representatives of the Commission will appear, with representatives of the College, before the Advisory Committee for Continuing Education for the purpose of requesting that body's approval of the allocation from the Reserve.

9. The final recommendations of the Commission regarding a proposal will be transmitted to the Chancellor, following the completion of all of the foregoing procedures. Copies of the recommendation will be sent to the Vice Chancellor for Academic Affairs and the Division of Academic Planning. The latter will submit its own report regarding the proposal to the Chancellor.

10. Once a college proposal for an external degree project has been implemented, responsibility for its administration will be vested in the administrative officers of the college and the Chancellor. The role of the Commission, through its staff, will be to observe the project and to consult with the project staff regarding the evaluation component. In the performance of this function, the Commission and its staff shall maintain close communication with the Division of Academic Planning.

11. All interim evaluation reports and the final evaluation report of all pilot projects shall be made available to the Commission.

12. Recommendations to the Chancellor regarding permanent changes in the instructional programs of the colleges, based on its analysis of the success of pilot programs, will follow the same consultative procedures outlined in the preceding paragraphs.

13. As a result of "market surveys," including, in particular, the educational needs of the personnel of state agencies, the Commission will establish multi-college curriculum development committees. Curricula developed will be returned to individual colleges for consideration for adoption. Such cirricula will be offered by consortia of participating colleges. The role of the Commission will be one of facilitation in the development of

PROCEDURES

the curricula, and in the development of the process through which the pilot consortia will be coordinated. Responsibility for the administration of consortia, once the programs are implemented, will rest with the participating colleges and the Office of the Chancellor.

CRITERIA TO BE UTILIZED BY THE COMMISSION ON EXTERNAL DEGREE PROGRAMS IN CONSIDERING PROPOSALS FROM THE COLLEGES

CRITERIA TO BE UTILIZED BY
THE COMMISSION ON EXTERNAL DEGREE PROGRAMS
IN CONSIDERING PROPOSALS FROM THE COLLEGES

The Commission is interested in considering proposals which would:

1. Extend degree or certificate oriented educational opportunities to people whose occupational, economic, or family responsibilities, or personal preferences do not permit them to spend major blocks of time "in residence" on a college campus in existent educational programs.

2. Extend degree or certificate oriented educational opportunities to employees, in public or private sectors. Such programs might be cooperatively developed with employers, designed, in part, to meet employer needs, utilize employer facilities in instruction, and be subsidized by employers.

3. Demonstrate the use of new instructional "delivery systems." Such proposals might demonstrate the use of one or more media (i.e., tele-lecture) which could be used, in the future, in degree-oriented external programs. Such proposals would focus on method rather than program, and need not include a degree-oriented program.

4. Improve access to upper division college education to those segments of the population which must contend with cultural, language, economic, or educational barriers.

5. Demonstrate a cooperative undertaking between the various segments of public higher education and/or between public and private higher education.

In addition, the Commission offers the following guidelines:

1. Proposals will be welcomed from individual colleges, and from consortia of State colleges, a State college and the University of California, State colleges and community colleges, and State colleges and private colleges, or a combination of these. Proposals shall specify, however, from which individual college a student will receive a degree, where its services will be given, and which college service areas will be included.

2. Proposals for lower division instruction will not be acceptable, except in areas in which there is no community college able or willing to provide such instruction. An additional exception might be a program of shared responsibility for lower division instruction cooperatively developed with one or more community colleges.

3. The Commission will look with favor, on the other hand, on proposals for external degree programs which contain provisions for the granting of lower division credit as the result of assessment rather than instruction (i.e., CLEP, assessment of on-the-job experience, etc.).

4. External Degree programs should not lead to degrees designated as external degrees. There should be no distinction in degree designations between those earned in on-campus programs and those earned in external programs.

5. It is anticipated that the Board of Trustees will approve Commission recommendations (endorsed by the Academic Senate, CSC) which would authorize the Chancellor to designate extension courses (offered as part of pilot external degree programs) as courses which will be offered for residence credit.* In addition, it is anticipated that the Trustees will authorize the Chancellor to set fees for external degree programs offered through extension and summer sessions in accordance with schedules recommended by the proposing college and endorsed by the Commission,** and to authorize programs offering majors not included in the college master plan. ** The Commission is encouraging the submission of proposals in anticipation of these actions by the Trustees.

6. The Commission will utilize the following criteria in recommending that extension courses be offered for residence credit:

   a. The use of regular faculty members as instructors of courses, or, at least, the use of non-campus personnel as instructors approved for that purpose by the academic department offering the course;

   b. Access to adequate library facilities and other critical instructional resources;

   c. Approval of all courses and programs by the academic procedures followed at a college for the approval of regular courses and programs.

7. Some colleges may want to allow faculty to teach in external degree programs as part of their regular teaching load, without loss of salary or other benefits. This is permissable if the state-support budget of the college is reimbursed from continuing education funds, or other non-state funds.

8. All proposals should include an evaluation component. (See Guidelines for Evaluation of Pilot External Degree Programs.)

* To be acted upon by the Trustees in January, 1972.
** To be acted upon by the Trustees in March, 1972.

9. Provisions for credit-by-examination, or other means of assessing educational attainment, in proposals for external degree programs, will be regarded favorably by the Commission. The "courses" for which such credit would be granted should be listed in the proposal so that credit granted will be "residence credit."

GUIDELINES FOR IMPLEMENTATION OF TRUSTEE REGULATIONS REGARDING FEES, RESIDENCE CREDIT, AND ESTABLISHMENT OF NEW MAJORS

GUIDELINES FOR IMPLEMENTATION OF TRUSTEE REGULATIONS REGARDING FEES, RESIDENCE CREDIT, AND ESTABLISHMENT OF NEW MAJORS

FEES

1. Regular extension fees are to be charged in external degree programs unless the proposing college, with the approval of the Commission on External Degree Programs, requests the Chancellor to approve a special schedule.

2. Proposals for external degree programs must include a cost analysis. The analysis may indicate that it will be necessary to charge higher than usual fees because:

    a. The commitment to offer all required courses in a curriculum, on a prescribed schedule, may make it necessary to hold some classes with low enrollments which, under usual extension practice, would be cancelled.

    b. If regular faculty are used as part of their regular teaching loads, salary costs will be higher than could be supported by regular fees.

    c. Other factors may increase costs, including, for example, the guideline which suggests that 10% be allocated for evaluation of pilot programs.

3. If a special fee schedule is to be used, it should apply to <u>all</u> courses offered in a particular external degree program. Fees should be charged to cover costs for the <u>total</u> program. Some courses may operate at a <u>loss</u> and some at a profit. Fees should be set in terms of income vs. expenses for the total program.

4. Paragraph 3, above, should not be interpreted to mean that all external degree <u>programs</u> offered by a college must set the same fees. During the pilot project phase, at least, different fees may be set for <u>each</u> program. But the fees established for all the courses within a particular program shall be the same.

5. Colleges are encouraged to consider the possibility of fee schedules established on a non-linear scale; e.g., $30 for the first unit, $25 for the second unit, $20 for the third unit, etc. Other public institutions have used such a formula. Colleges may want to explore the potential of such an approach.

6. All students admitted into a course designated as an external degree course shall be charged the same fee, whether or not they are students who have been formally admitted to the program, and whether or not they are degree or certificate candidates.

7. Separate cost analyses shall be made for each external degree program and these analyses shall be included in the annual report to be made to the Commission and the Chancellor's Office. This information, likewise, shall be included in the Chancellor's annual report to the Board of Trustees regarding pilot external degree programs.

RESIDENCE CREDIT

1. Proposals for pilot external degree programs should include a list of courses for which residence credit will be requested. If the proposal is approved for implementation, the courses listed will be designated by the Chancellor to be courses offered with residence credit. These courses shall have the same standing as regular courses offered on the campus. If new courses are added, the list shall be submitted to the Chancellor's Office for the appropriate residence designation.

2. Colleges may continue to designate extension classes (in catalogs and on transcripts) with an "e" (e.g., Psych e 451) if this serves their record-keeping purposes. In such instances the letter "r" also should be used to designate residence credit (e.g., Psych er 451). Or, if it suits the colleges' record-keeping purposes, no special designation need be used to indicate that a course was offered through extension.

3. All students enrolled in a course which is part of an external degree program shall receive residence credit, if the course has been designated for this purpose by the Chancellor, as described above. A student need not be a degree candidate, or have been admitted to the external degree program, in order to receive residence credit. He merely must be admitted to the class.

ADMISSION TO EXTERNAL DEGREE PROGRAM CLASSES

The college may restrict admission to external degree program classes to degree candidates, if it wishes. The nature of the "admission process" for external degree programs should be described in the proposal for a pilot program. These may vary from program to program within a single college. For example, a program might be designed for and limited to employees of social agencies. In such instances the college should indicate whether others will be admitted "by special permission," "after all degree candidates have enrolled," etc., or not at all.

Once a student has been admitted to a class he will receive residence credit for it, and will pay the fees charged for classes in that program.

APPROVAL OF NEW MAJORS OR OPTIONS

The procedures by which new majors or options are approved for pilot external degree programs shall be an exception to the procedures followed for regular residence programs of the colleges. The procedures to be followed for pilot external degree programs shall be as follows:

1. All proposals for pilot external degree programs shall be submitted to the Commission through the office of the college president or vice president for academic affairs after completion of the normal consultative processes on each campus for the approval of regular academic programs.

2. The Chancellor's Office of Academic Planning shall determine whether the proposed degree program or option is included within the authorization of the previously approved College Academic Master Plan.

3. If the Chancellor decides to authorize the implementation of a pilot external degree program, he may authorize the establishment of a previously unauthorized major or option and shall:

    a. Report his action at the next meeting of the Board of Trustees;
    b. Make annual reports of the evaluation of the project to the Board of Trustees for the duration of the project's pilot phase.

4. Approval of majors or options for pilot projects shall not constitute approval of these majors or options for inclusion in the College's Academic Master Plan. Such future inclusion shall be in accordance with the existent procedures for regular programs of the college in accordance with the Standing Orders of the Board of Trustees.

ADMINISTRATION OF EXTERNAL DEGREE PROGRAMS

External Degree Programs which serve primarily adult part-time students, and which are financed through the Continuing Education fiscal mechanism, should be administered on each campus through the Office of Continuing Education.

January, 1972
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VARIOUS MODELS FOR EXTERNAL DEGREE PROGRAMS

A SUMMARY AND ATTEMPT TO CATEGORIZE

VARIOUS MODELS FOR EXTERNAL DEGREE PROGRAMS
A Summary and Attempt to Categorize

Any system of categorization will be arbitrary. The one chosen is not necessarily better than others which might have been chosen.

The material reviewed has led the Commission to a system of thirteen categories of degree programs. It should be emphasized that the categories are not necessarily mutually exclusive.

I A program of examination and certification: Instruction not offered.

II A program of examination and certification: An instructional program (optional) is available from a cooperating institution.

III Independent study with periodic seminars: A prescribed curriculum but no established calendar for completing requirements.

IV Independent study with periodic seminars: Prescribed curriculum and a prescribed course calendar.

V Independent study: Individually tailored curriculum.

VI Group and independent learning intermixed: No fixed curriculum.

VII Group and independent learning intermixed: Intermixture of prescribed and unstructured curricula.

VIII A systemwide degree: Option of courses from any college in system.

IX Regional Campuses

X The Weekend and/or Evening College

XI Assessment of education and/or training received from non-academic agencies or institutions.

XII Consultation, supervision, and assessment of competency demonstrated in on-the-job performance.

XIII Traditional extension instruction (e.g., three hours per week of classroom instruction for fifteen weeks for three semester hours of credit.)

I A PROGRAM OF EXAMINATION AND CERTIFICATION: INSTRUCTION NOT OFFERED

No required course of study. Learning Centers available (optional) in some programs (i.e., National College) but not in others (i.e., Regents of the University of the State of New York.) Learning Centers would be available for tutoring (for a fee), rental of self-study courses and of audio and video tapes.

VARIOUS MODELS

Ordinarily, degrees would be based on comprehensive written examinations. National College proposes written exams, oral exams, and written theses. National College would have the written examinations given by College Entrance Examination Board and Educational Testing Service, and oral examinations by faculty members drawn from other established institutions.

Operational: The Regents of the University of the State of New York propose to grant a B.B.A. (Bachelors of Business Administration) by 1972. The Regents will run a "home-study clearing house" but no Learning Centers.

Proposal Stage: National College, Inc. seems to be related to Rollins College. The Dean of the School of Finance and Business Administration at Rollins is engaged in a $100,000 feasibility study of the proposal.

II A PROGRAM OF EXAMINATION AND CERTIFICATION: INSTRUCTIONAL PROGRAM (OPTIONAL) IS AVAILABLE FROM A COOPERATING INSTITUTION

Proposal Stage: The International University for Independent Study (in whose name the proposal has been developed by the Academy for Educational Development) would:

a. "Work out with students the specific academic requirements including sequential and final examinations." (They would use a Corps of Readers and Oral Juries from established universities.)

b. The College of Individual Learning (separately incorporated, but obviously interlocked) will offer instruction via correspondence which will "parallel existing CLEP examinations" and "tests on the drawing board."

c. The International University for Independent Study will not limit its examination and degrees to students who have studied in the College of Individual Learning.

d. The fields of study for both institutions will include: Hamanities, Social Sciences, Sciences and Math, and Business Administration.

III INDEPENDENT STUDY WITH PERIODIC SEMINARS: A PRESCRIBED CURRICULUM BUT NO ESTABLISHED CALENDAR FOR COMPLETING REQUIREMENTS

This category would seem to represent the oldest and most established of the external degree programs. The format for the Bachelor of Liberal Studies Degree at the University of Oklahoma would seem to be the primary model. It has the following features:

1. Placement tests.

2. Independent study in three academic areas and an additional "inter-area," using materials chosen from a prescribed list by the advisor in relationship to the student's performance on the placement tests.

3. A three-week seminar in an academic area following "successful completion" of work in that area. (There are three such seminars - one for each area. Inasmuch as this program is conducted all over the country, seminars need not take place on campus. Some Oklahoma seminars have been known to take place in California.)

4. A four-week "inter-area" seminar.

5. An inter-area comprehensive examination.

Operational: This general format is followed at the University of Oklahoma, the University of Southern Florida, and at Rockport College of the State University of New York. All lead to the B.L.S.

Proposal Stage: Roosevelt University has a proposal under study. The first two undergraduate years would be completed by passage of CLEP examinations. This would be followed by an interdisciplinary major concerned with community problems. Requirements would be completed by mail, including the using of tape cassettes and telephone contacts with instructors. The format would include 15 courses plus three major seminars and a final thesis.

A proposal similar to the Oklahoma format has been advanced at the University of Maine.

IV INDEPENDENT STUDY WITH PERIODIC SEMINARS: PRESCRIBED CURRICULUM AND A PRESCRIBED COURSE CALENDAR

The major model for this category is the Open University in Great Britian which has the following features:

1. Prescribed correspondence lessons and established due dates for the completion of assignments.

2. Weekly supplementary radio and TV programs correlated with correspondence work essential to the completion of written requirements.

3. Annual two-week in-residence seminars for each course.

VARIOUS MODELS

4. Regional counseling and tutoring centers.

5. The degree earned by "cumulative assessment."

Operational: The Open University in Great Britian. What is offered is a broad general degree based on six courses of 36 weeks each. (Eight courses earn the degree with honors.) The work expected of students is 10 hours per week per course. Students are limited to two courses at a time. (The total number of hours of work estimated for the completion of the degree would seem to be less than two-thirds of that traditionally estimated for 124 units of course work in an American college, estimating 2 hours of outside study for each hour in class.)

Proposal Stage: Governor Sargent of Massachusetts has proposed an "Open University of Massachusetts" to the state legislature.

V INDEPENDENT STUDY: INDIVIDUALLY TAILORED CURRICULUM

A pilot program for 12 students will be implemented in September at Bard College. It is described as a plan under which persons for whom a regular college residency program is not feasible may work toward a college degree at home, or in connection with their job. Students must have completed two years of college or its equivalent and be over 23 years of age. Individual courses of study will be planned in consultation with faculty committees and students will work at home while continuing with their jobs and other responsibilities which preclude conventional college training.

VI GROUP AND INDEPENDENT LEARNING INTERMIXED: NO FIXED CURRICULUM

The Antioch Model: The Antioch model is being employed by the member institutions of the Union for Experimental Colleges and Universities. There is no fixed timetable or curriculum. The educational program will consist of a combination of courses, assistantships, internships, field experiences, independent study, individual and group projects, the use of tele-lectures, video-tape, programmed courses, and travel. The Culminating requirement is "a major contribution" - a publishable article, a book, a painting, etc.

HUD Model: The United States Department of Housing and Urban Development, in its program of National Urban Studies, has worked with four institutions of higher education in establishing a program they also call: "University Without Walls." Cooperating institutions, which have developed programs at their own expense, to HUD specifications, are: The University of Detroit, University of Northern Colorado, University of Oklahoma, and Manatee Junior College.

VARIOUS MODELS

Full-time employees of state and local governments are eligible for HUD support; federal and military personnel are also participating under various aspects of the program.

Programs are individually tailored and flexibly designed to meet the needs of both the employee-student and their employers. Counselors work with the students in developing a personal course of study. On-the-job experience is assessed and credit awarded for existing capabilities. Previous college-level study is reviewed for accreditation. Frequency of enrollment depends on individual situations. It is possible to earn a degree in less time than required for on-campus structured programs. Studies lead to a Bachelor of Arts, Master of Arts, or Specialist, and a sixth year certificate (doctoral, less dissertation.)

Programs can be established in any community. Format includes seminars and workshops - some are three-day and some are one-week. Sessions are held in local facilities with required reading and assignments distributed prior to sessions. Instructors drawn from throughout the nation, including representatives of academic, governmental and private sectors.

Degree programs and courses offered include: Urban Administration, Codes and Zoning, Urban and Regional Planning, Social Services for the Inter-City, Urban Sociology and Economics, Urban Design and Architecture, and Housing Management.

VII GROUP AND INDEPENDENT LEARNING INTERMIXED: INTERMIXTURE OF PRESCRIBED AND UNSTRUCTURED CURRICULA

The principal model for this category is the newly established Empire State College of the State University of New York. A student must demonstrate successful progress to achieve "the equivalent of an appropriate number of semester hours" by any combination of one or more of the following means:

1. Independent study designed by the student and his faculty advisors.

2. Satisfactory completion of studies prepared by the faculty of the college and offered through various combinations of the newer educational technologies.

3. Satisfactory completion of studies available at one or more of the campuses of SUNY (or when approved by the faculty) at other institutions.

Award of the degree is based on the faculty's satisfaction that "the educational sequence pursued by the student is a sufficiently coherent and progressive process to satisfy normal academic requirements." Nonetheless, the essential criterion is that the student's curriculum "has been designed to meet the individual needs and objectives of the student."

Learning Centers eventually will be established on most or all of the SUNY campuses.

VARIOUS MODELS

Options open to the student range from "student contracts" with mentors to the completion of requirements by course work, or by examination. The "most open" option is one in which the degree would be awarded "when mentor certification indicates accomplishment equivalent to the structured curriculum." In the fully structured program, the degree would be awarded on the basis of "the accumulation of the appropriate number of course credits."

The SUNY material states: "Any individual student's program would probably be a blending of both options with the largest number probably taking an equal mix of both options, although a few individuals might complete their entire requirement by following one or the other extreme."

Instructional resources provided will include: Correspondence; tutorially guided independent study; tutorially guided study based on a student contract; educational television, media supplements; examination; campus residency; experimental study.

The Mundelein Model: A special program at Mundelein College in Chicago, entitled the Mandala, is designed to offer students an alternative to the traditional course-for-credit system of American college education. A student may combine a wide range of learning experiences including regular courses, independent study, apprenticeships, travel, and related work, in a program which reflects his own sense of what it means to be educated in the contemporary world. A student creates his own program and submits it in the form of a proposal to the entire membership of Mandala, which is made up of Mundelein students and faculty with collective responsibility for Mandala's education program. All members of Mandala must be full-time students at Mundelein. Members of Mandala may earn a Bachelor of Arts degree from Mundelein, but they do so apart from the general Mundelein degree requirements for the accumulation of credit hours.

VIII A SYSTEMWIDE DEGREE: OPTION OF COURSES FROM ANY COLLEGE SYSTEM

City University of New York: A new program has been approved under which students of the City University of New York may earn a Bachelor of Arts degree through a personally selected curriculum.

Under this program, the students will devise an individualized curriculum, under the supervision of a faculty committee, and will be free to select courses in any of the university's colleges, rather than being restricted to the one college in which they are registered.

IX REGIONAL CAMPUSES

Chico State College has developed three regional campuses. The program is based on cooperation with the community colleges which provide classroom and library space, including a reserve book room section for Chico courses. In addition to the reserve book section in the community college library, Chico provides one-day book service for any book requested from the Chico State College library. Counseling and guidance services are provided by a

part-time employee of Chico State College who is on the faculty of the community college and in whose office a Chico State College telephone has been installed. Other California State Colleges are considering the possibility of developing regional learning centers.

X THE WEEKEND AND/OR EVENING COLLEGE

It is proposed that a weekend (or evening) cluster college could be established with its own curriculum, faculty, and student body. Such a college could offer a limited number of majors and commit itself to offerings over a several-year period which would enable the weekend (or evening) student to project his plans into the future for the completion of degree requirements through exclusive attendance in the weekend (or evening) college.

XI ASSESSMENT OF EDUCATION AND/OR TRAINING RECEIVED FOR NON-ACADEMIC AGENCIES OR INSTITUTIONS

Assessment of educational experience or training received from a non-academic agency or institution (e.g., training offered by the State Personnel Board; courses offered to employees of I.B.M., etc.) Unlike models 1 and 2 in this document, in this instance credit would be granted on the basis of an assessment of the quality of the educational program being offered.

XII CONSULTATION, SUPERVISION, AND ASSESSMENT OF COMPETENCY DEMONSTRATED IN ON-THE-JOB PERFORMANCE

XIII TRADITIONAL EXTENSION INSTRUCTION (e.g., THREE HOURS PER WEEK OF CLASSROOM INSTRUCTION FOR FIFTEEN WEEKS FOR THREE SEMESTER HOURS OF CREDIT.)

GUIDELINES FOR PREPARATION OF PROPOSALS REQUESTING APPROVAL FOR ESTABLISHMENT OF PILOT EXTERNAL DEGREE PROGRAMS

THE CALIFORNIA STATE COLLEGES
The Commission on External Degree Programs
1801 East Cotati Avenue
Rohnert Park, California 94928

GUIDELINES FOR PREPARATION OF PROPOSALS REQUESTING APPROVAL FOR ESTABLISHMENT OF PILOT EXTERNAL DEGREE PROGRAMS

SUBMISSION OF PROPOSALS

College proposals for pilot external degree programs, after completion of on-campus consultative processes, should be submitted by the President or Vice President for Academic Affairs to:

Thomas McGrath, Chairman
The Commission on External Degree Programs
The California State Colleges
1801 East Cotati Avenue
Rohnert Park, California 94928

CONSULTATION DURING DEVELOPMENT OF PROPOSAL

During the development of a proposal, requests for consultation with the Commission on External Degree Programs should be directed by the President or Vice President for Academic Affairs to:

George McCabe, Executive Secretary
The Commission on External Degree Programs
The California State Colleges
1801 East Cotati Avenue
Rohnert Park, California 94928
Telephone (Lease-line) 8-707-795-2421

NUMBER OF COPIES OF PROPOSAL

Please forward 20 copies to the Commission.

PROCEDURE FOR CONSIDERATION OF PROPOSALS

After receipt of the proposal the Commission staff will consult with the Chancellor's Office of Academic Planning and with the college itself regarding the details of the

proposal. After such consultation the proposal will be placed on the agenda for a meeting of the Commission, and representatives of the college may be asked to meet with the Commission during its consideration of the proposal.

Subsequent to the meeting of the Commission, the proposal, and the recommendation of the Commission, will be forwarded to the Chancellor.

REVIEW OF COMMISSION DOCUMENTS

It is recommended that during the course of preparing proposals that the developers review the following Commission documents:

"Various Models for External Degree Programs"
"Procedures to be Followed by the Commission in Acting on Proposals Received from the Colleges"
"Criteria to be Utilized by the Commission on External Degree Programs in Considering Proposals from the Colleges"
"Guidelines for Implementation of Trustee Regulations Regarding Fees, Residence Credit and Establishment of New Majors"
"Guidelines for Evaluation of Pilot External Degree Programs"
"Questions Regarding External Degree Programs and Commission Responses"

THE PROPOSAL OUTLINE

1. NAME OF COLLEGE

2. MAJOR(S) TO BE OFFERED

   The full and exact designation (degree terminology) for the proposed pilot program. If the program is to include more than one major, indicate all majors to be offered, and all degrees to be offered.

3. IS MAJOR(S) IN ACADEMIC MASTER PLAN?

   Indicate whether all majors to be offered are already authorized by the Academic Master Plan for the college. Indicate which majors, if any, are not included in the college Academic Master Plan and will therefore require the special authorization of the Chancellor.

4. WHICH DEPARTMENT(S) OR SCHOOL(S)?

   Name of the department(s), division(s), school(s), or other unit(s) of the college which would offer the proposed pilot external degree program.

5. AUTHORS

Name, title, and rank of the individuals primarily responsible for drafting the proposed pilot external degree program.

6. GOALS OF THE PROJECT

a. What is the purpose of the project?

b. What identified needs are to be met?

c. What do the proposers intend to accomplish?

d. What level of attainment in meeting the needs has been established as a goal?

e. What level of academic excellence is sought, and what manifestations of this level are anticipated?

The goals should be stated by the proposers. Before they are adopted in final form, they should be discussed with the project evaluator. His concern should be to encourage the project proposers to state their goals in terms which are as operational as possible, or for which operational indicators can be agreed upon. But, the goals are the property of the proposers and should be stated by them.

7. DESCRIPTIVE SUMMARY

Provide a two or three paragraph overview of the major characteristics of the proposal. Where will the program(s) be offered? How many students are likely to be enrolled in each area? How many faculty members and full-time faculty equivalents will be involved? What fields? Will this be in cooperation with other agencies? What type of instructional program (e.g., delivery system) will be offered?

8. CRITERIA

Commission criteria for proposals. Examine the first five paragraphs of the Commission document, "Criteria to be Utilized by the Commission on External Degree Programs in Considering Proposals from the Colleges." Which of these five criteria would the proposal satisfy? Explain.

9. CONSORTIUM

Will the pilot program be conducted solely by the college submitting the proposal, or will it be conducted by a consortium? If the program is to be conducted by consortium explain, in detail, the agreements which have been reached. What will be the responsibility of each of the colleges? From

which individual college will a student receive a degree, where will the services of each of the colleges be offered, and which college service areas will be included?

10. LEVEL OF INSTRUCTION

Indicate whether instruction will be upper division, graduate, or both. (Note: Proposals for lower division instruction will not be acceptable, except in areas in which there is no community college able or willing to provide such instruction. An additional exception might be a program of shared responsibility for lower division instruction cooperatively developed with one or more community colleges. If this is the case, a full explanation should be given of the consultation which has taken place with the community college, and the agreements which have been reached. On the other hand, the Commission will look with favor on proposals for external degree programs which contain provisions for the granting of lower division credit as a result of assessment rather than instruction, i.e., CLEP, assessment of on-the-job experience, or education and training received in non-academic settings.)

11. WHICH EXTERNAL MODEL?

Review the Commission document, "Various Models for External Degree Programs." The categories listed are arbitrary, not necessarily mutually exclusive, and incomplete. Describe the model or models of "instructional delivery" which will be used.

12. USE OF MEDIA

A variety of approaches to the use of technological media may be planned (e.g., open circuit TV, closed circuit TV, cable TV, tele-lecture--with or without the electro-writer blackboard--slow-scan TV, etc.) These might be used in combination with a variety of approaches which could provide live interaction between instructor and student, and student and student.

Indicate the extent to which technological media will be used, and the manner in which they will be used.

13. ACADEMIC QUALITY

The Commission, like the faculties of the California State Colleges, is concerned about the academic quality of pilot projects. Provide evidence and argumentation to support the college's belief that there is a probability that the proposed pilot program will be a program which meets the standards of the California State Colleges for academic quality. Criteria such as the

following would be relevant:

a. Instruction will be offered primarily by regular members of the faculty. Or, if use will be made of instructors who are not regular members of the faculty, is there assurance that the qualifications of instructors will be assessed by the faculty of the academic department responsible for the instruction, and their appointment approved by the department?

b. Will there be an identifiable core of faculty members responsible for the continuous evaluation of the curriculum and the assessment and certification of the students enrolled?

c. Will access to adequate library facilities and other critical instructional resources be made available?

d. What system of evaluation of achievement or performance will be utilized? (e.g., pass/no-credit, ABCDF, ABCD-no credit, etc.)

14. LIST OF REQUIRED COURSES IN MAJOR(S)

Indicate by catalog number, title, and units of credit the courses to be required for each major under the proposed pilot program. (If all or part of the program is to be based on the assessment of competency, rather than on instruction, it still will be necessary to list the courses for which credit is to be granted as the result of the assessment of competency. Indicate with an asterisk those courses which are not offered within the regular curriculum of the college but which are to be offered only within the external degree pilot program.)

15. LIST OF COURSES - RELATED FIELD REQUIREMENT

List, as above, including the asterisks, those courses which will be offered to satisfy related field requirements for the major(s).

16. ELECTIVES

List, as above, including asterisks, those courses which will be offered as electives.

17. CYCLE OF CURRICULAR OFFERINGS

a. Indicate the proposed beginning and ending dates of the <u>pilot</u> program.

b. Indicate the proposed date by which the pilot program would be considered for inclusion in the Academic Master Plan of the college as a permanent part of the college's curricular offerings, assuming that the evaluation of the project has adjudged it to be a success.

c. Indicate the probable number of semesters (and summer sessions) which will be required for a student to complete the curriculum leading to the Bachelors or Masters Degree.

d. Indicate how many "cycles of beginning students" will be admitted during the pilot phase. (For example, if it is anticipated that it will take three years for the typical student to complete the curriculum, will beginning students be admitted during the second, third, fourth, and fifth years of the pilot?)

e. Indicate, specifically, what commitment, if any, will be made to students who begin the program that courses will continue to be offered enabling them to complete the program? If commitments are to be subject to contingencies, what, specifically, are these contingencies, and how will they be communicated to students? If commitments are to be made to students in the first year of the program, but decisions are to be made at a later date regarding the nature of the commitment to be made to students admitted in subsequent years, this should be indicated.

f. Indicate, by course number and title, the planned sequence of course offerings which will be made available to students. This sequence should be broken down by semester (or quarter) and summer sessions over a three or four year period.

g. Indicate the extent to which the college is prepared to commit itself to offer the courses in accordance with the schedule indicated in paragraph f., above. (e.g., Is the program planned in such a way that the extension courses listed in the schedule will be offered, even though enrollment falls below a level which would make a specific course self-supporting? If "other provisions" will be made to protect students, if courses are to be cancelled for low enrollment, the nature of the "other provisions" should be stated.)

18. ADMISSION AND "MATRICULATION"

The college has the responsibility of specifying who will be eligible for admission to pilot external degree programs. For example, a pilot program might be built around the on-going experience of para-professionals employed in social agencies. Under such circumstances, admission might be limited to people in this category. Or, if the proposal is one which emphasizes independent study, the college may want to establish criteria limiting admission to such a program to students who demonstrate a capacity to make effective use of such an approach to learning. Or, special criteria might be established for the admission of students to a graduate level program. In some instances, a college may want to provide for relatively open

admission to courses offered within a program (up to a specified number of units) following which "matriculation," in accordance with specified criteria, would be required for degree candidacy and continuation in the program.

Indicate:

i. Criteria to be used in determining eligibility for admission to external degree courses and/or programs;

ii. Criteria to be utilized in determining "matriculation" of students as external degree program candidates, if this will differ from admissions criteria;

iii. Procedures to be utilized in administering admissions and "matriculation;"

Will students who are not degree or certificate candidates be admitted to extension courses (designated for residence credit) offered as part of external degree programs? If so, indicate the method by which a college will be able to differentiate between and count external degree candidates and others who happen to enroll in courses offered within external degree programs?

19. NUMBER OF FACULTY

a. What is your estimate of the number of full-time faculty equivalent positions which will be utilized for each of the semesters of the pilot program?

b. How many <u>individuals</u> will teach in the program each semester?

c. What will be the proportion of regular members of the faculty and part-time instructors utilized?

d. How does this compare with utilization of part-time faculty in the regular programs of the college in comparable majors?

e. To what extent will faculty:

i. teach in this program as part of their regular teaching load?

ii. teach, in addition to their regular load, for extra compensation at regular extension salaries?

iii. engage in a combination of "regular load" and "extension overload" teaching?

20. ESTIMATED ENROLLMENT

a. What is the estimate of the number of students who will enroll in the program as degree candidates in the first and subsequent semesters?

b. Indicate the evidence available to you to support this estimate.

c. What is your estimate as to the number of students who will enroll in each of the courses offered during each semester (or quarter) of the first year of the pilot program?

21. FEES AND SALARIES

a. What is the amount of the semester unit or quarter unit fee you will recommend for extension courses offered in external degree programs?

b. Do you plan to utilize the regular summer session fee? If not, what fee do you recommend for summer session courses taught as part of the external degree program? Or, do you plan to utilize the extension mechanism (rather than summer session) during the summer period?

c. During fall and spring semesters (quarters) what proportion of faculty will be paid:

i. regular extension salaries? (overload)

ii. regular salaries? (part of regular teaching load)

d. During the summer period, what proportion of faculty will be paid:

i. regular self-support summer session salaries?

ii. regular salaries? (reimbursed released-time)

iii. extension salaries?

22. THE BUDGET

Please estimate and explain:

a. Estimated income per semester (quarter) and summer session for the first year of the pilot.

b. Estimated direct cost per semester (quarter) and summer session for

the first year of the pilot, including:

i. faculty salaries

ii. travel

iii. classroom space

iv. media operational expenses (line costs for tele-lecture, closed circuit TV, cost for technological personnel, etc.)

v. classroom rental, if any

vi. supplies and materials

vii. student assistants

viii. other.

c. Estimated, as above, indirect costs for which the college will impose charges:

i. overhead for Continuing Education office

ii. student personnel services (e.g., admissions and records)

iii. business services

iv. library services

v. audio visual services

vi. other.

d. Estimated initial equipment costs (e.g., tele-lecture equipment, etc.)

e. Estimated net profit or loss.

f. If the proposal calls for instructional models which would not follow the traditional format of fifteen hours of classroom contact per semester for each student credit hour and faculty teaching unit earned, the above budget should indicate the fee and salary structure which would be proposed. (e.g., independent study with summer sessions; credit by assessment, etc.)

23. SUBSIDIES

What subsidies are planned or will be requested? For example:

a. Will a cooperating agency pay all or part of the tuition of enrollees?

b. Will the approval of the Coordinator of Continuing Education in the Chancellor's office be requested to authorize the use of funds from the Campus Innovative Reserve to subsidize the program?

c. Or, does the college want the Commission's support in asking the Advisory Committee for Continuing Education for an allocation from the System-wide Innovative Reserve?

d. How much of a subsidy will be requested from each reserve, if any?

e. If the program will not be self-supporting, initially, for what period of time will a subsidy be required?

24. NEW MAJORS

In the instance of each major which is not included in the Academic Master Plan of the college, indicate the following:

a. Faculty resources available, in terms of background and competency, which would warrant the offering of a previously unauthorized major.

b. The library resources which would be available to support such a new major (specified by subject areas, volume count, periodical holdings, etc.); additional resources needed; commitment of the college to secure such resources.

c. The need to offer a new and previously unauthorized major. Indicate, if appropriate, the professional uses of the proposed degree program. Indicate provisions for meeting accreditation requirements, if applicable.

25. SERVICE REGION

Does the college plan to offer the program in areas which are within the geographic service region of other state colleges? If so, indicate the content of the discussion with appropriate administrators at the other college(s).

26. CONSULTATION WITH OTHER SECTORS

Will the proposed program affect community colleges or private institutions in the college's service region? If so, indicate the content of consultations with appropriate administrators in these institutions.

27. PROJECT EVALUATOR

a. Has a project evaluator been selected?

b. Briefly, describe his background in terms of his competence in the field of evaluation and research.

c. Is he a person who is not otherwise involved in the work of the project?

d. Will the project evaluator be given released time (with his department reimbursed from extension revenues) to perform the evaluation function, or will he be given extra compensation from extension funds for his services?

e. Have his pay, and related evaluation costs (data processing, student assistants) been included in the budget, above?

28. EVALUATION DESIGN

The support of the Academic Senate, CSC, of the external degree program concept has been contingent, from the outset, upon a commitment by the Commission to arrange for systematic and rigorous evaluation of pilot programs. Proposers are asked to review the Commission document, "Guidelines for Evaluation of Pilot External Degree Programs." Though a complete evaluation design in accordance with these guidelines is not required at the time of the submission of a proposal, it is preferred. At least the general outline of the probable evaluation design ought to be included with the proposal. The Commission will recommend to the Chancellor that authorization for the implementation of proposals should be contingent upon receiving an acceptable evaluation design prior to actual implementation.

29. CERTIFICATE PROGRAMS

Certificate programs may be:

a. A professional or occupational sequence of courses which constitute <u>part</u> of a degree program;

b. A self-contained sequence of professional occupational courses which are <u>not</u> part of a degree program.

Certificate programs which <u>are</u> part of a degree sequence might be made

available to students who:

a. Are not interested in or able to complete the non-professional liberal arts offerings which would be part of a degree program;

b. Have already earned a Bachelors or Masters Degree who are not interested in a second degree.

If the pilot external degree proposal is for a certificate program, only, this should be stated at the outset and the above outline followed as appropriate.

If a certificate is to be offered as part of a degree program, the nature of the certificate option should be described here.

30. FINANCIAL AIDS

Indicate, as a result of consultation with the college Financial Aids Officer, and others, what financial aids, if any, will be available to students in this program.

GUIDELINES FOR EVALUATION OF

PILOT EXTERNAL DEGREE PROGRAMS

COMMISSION ON EXTERNAL DEGREE PROGRAMS

GUIDELINES FOR EVALUATION OF PILOT EXTERNAL DEGREE PROGRAMS

All Proposals Should Contain an Evaluation Component

All proposals for pilot external degree programs submitted to the Commission should contain an evaluation component. The Commission suggests:

1. That approximately 10% of the annual budget of a pilot program should be allocated to evaluation;

2. That a faculty member competent in the field of evaluation and research be selected as project evaluator, and that he be a person who is not otherwise involved in the work of the project. (The Commission realizes that in the instance of small projects the budget may not be sufficient to finance a separate evaluator. In such instances it will either be necessary to compromise the guidelines or to request separate funding for evaluation.)

The Guidelines Are Not Shackles

The materials which follow are intended as guidelines; not shackles. Each campus has a reservoir of faculty members competent in the fields of educational research and evaluation. The guidelines exemplify the type of evaluation in which the Commission is interested. Competent evaluators are free to develop their own research design and methodology. The principles of evaluation are generic and, we assume, would be observed by all competent evaluators.

THE GUIDELINES

GOALS OF THE PROJECT

These should be stated by the proposers. Before they are adopted in final form, they should be discussed with the evaluator. His concern will be to encourage the project proposers to state their goals in terms which are as operational as possible. But, the goals are the property of the proposers and should be stated by them.

OBJECTIVES

Objectives should be developed from the more generally stated "Goals of the Project." Objectives should be stated in operational language - - i.e., they should be measurable, rateable, observable, or countable. Objectives should be developed from the more important goals. Characteristically, staff and budget

limits will prevent the development of objectives for everything set forth in the goals. In addition, goals often contain "flights of rhetoric" which cannot be translated into behavioral objectives.

Ideally, objectives should be developed cooperatively by the people responsible for the project and the evaluator. Evaluators should be cautioned against writing objectives which are not understood, or agreed to, by the people responsible for the project. Conversely, objectives should not be adopted by project personnel which have not been agreed to by the evaluator.

The evaluator will be concerned with matters such as the following:

1. Is the objective measurable, countable, observable, or rateable? In other words, is its operational meaning clear? Will he be able, at the time of his report, to state that the objective has or has not been met? (For example, if "individualized instruction" is a goal, specific indicators of individualized instruction must be stated - - things which should happen and which can be recorded so that the evaluator will be able to say that individualized instruction, as defined by the objectives, did or did not take place.)

2. Is the objective an adequate indicator of the goal, or of an aspect of the goal?

3. Are the criteria which are established adequate?

PROCESS OBJECTIVES

Process objectives should state in specific terms the kinds of educational processes in which the project is going to engage. They should consist of a series of specific statements of what it is intended that the project will do.

For example, a process objective might read:

Process Objective No. 1: Enrollment of Students

One hundred students will be admitted to the "External Degree Program in Public Administration" in the Fall Semester, 1972, and each will be enrolled in one or more courses offered within the program.

Data: 1. Applications for admission on file in the department office.
2. Class rosters in the Office of Continuing Education.

Criterion: Certification by the evaluator that 100 of the students whose applications for admission are on file are listed on class rosters for one or more classes in the external degree program.

In other words, there should be process objectives for each of the major features of the proposed program as described in the narrative of the proposal.

How many students?

How many courses, or even better, which courses?

Where will the classes be held?

If unique instructional delivery systems or instructional methodology are an important part of the proposal, process objectives describing these should be written - - in specific, operational terms.

The methods to be used for the evaluation of student performance. When, where, how, by whom?

Process objectives should be written to specify:

1. What is to be done.
2. Who is to do it.
3. The nature of the evidence to be used to indicate that it has been done. (i.e., what records are to be maintained, by whom? etc.)
4. Who will examine the evidence. By what method. When.
5. What criteria are to be used as evidence of fulfillment of the objective.

PRODUCT OBJECTIVES

Some educators will object to the use of terminology such as "product," insisting that education is a process, and that the outcome of education is intellectual "processes;" that product is a poor term to describe the results of education. There is cogency to the argument, and the Commission will have no difficulty in accepting other terms descriptive of educational outcome.

"Product Objectives" should be specific, operationally stated objectives which are indicators of the attainment (or lack thereof) of the educational goals of the project.

Stated differently, the process objectives are the independent variables (the educational intervention intended to produce change) and the product objectives are the dependent variables (measures of the change which has taken place).

An example of a product objective would be:

Product Objective No. 1: Student Learning

Objective: Students in the external degree program will demonstrate a level of learning in public administration which is at least equal to that of students in the on-campus program.

Method of Evaluation: Students enrolled in P.A. 401, 402, 403, and 404 will be administered the same final examinations as students enrolled in the on-campus courses. A panel of three faculty members will rate the examination papers "blind" - - i.e., there will be no indication on the paper whether the student is "on-campus" or "external." Papers will be rated on a scale of excellence from 1-5, based on the following forced choice of distribution:

Rating	% of Students
5 (highest)	4
4	19
3	54
2	19
1 (lowest)	4

Each student's score will be the mean score of his three ratings for each class.

Criterion: The objective will be adjudged as having been met if:

1. In each course, there is no statistically significant difference between the mean scores of the two groups, or if the mean score of the "external" group is higher.

2. There are no statistically significant differences between the proportion of students receiving 4 or higher, and 2 or lower, of if the "external" group has a larger proportion of students with a rating of 4 or 5, and a smaller proportion with ratings of 1-2.

Data Collection: Students will be given "blue books" with code numbers assigned by the evaluator. Completed blue books are to be returned to the evaluator for data analysis.

The hypothetical product objective presented above is for illustrative purposes. It takes a rather traditional approach to evaluation. This is not to suggest that

this is the only kind of objective which would be desirable. It should be emphasized that the kinds of objectives which are written should reflect the goals which have been proposed. These possibilities will not be elaborated in this paper. The goals should determine the objectives. The need for evaluation should not warp the goals. It is the job of the evaluator to work with project proposers in developing objectives which state the latter's goals in operational terms- - or, at least, which specify operational indicators of these goals.

Project developers probably will not have the bodget or staff to develop objectives for all of their important goals. They should select only the number of objectives which are within their resources. This probably will mean that they will limit themselves to the most easily measurable of their most important goals.

Baseline Data

Product objectives ought to be prepared in terms of a baseline. Because external degree programs are programs which lead to certification (e.g., B.A., M.A., professional certificate) they should have evaluation designs which demonstrate more than growth from some pre-test baseline. Other comparisons (or absolute goals) will be necessary.

Ordinarily evaluation will be in terms of one of the following three approaches to assessment:

1. Knowledge at least equal to a comparable accepted program (e.g., the on-campus program described in the previous illustrative knowledge objective.)

2. Knowledge as defined by generally accepted national norms (e.g., the Graduate Record Subject Examination.)

3. Mastery of knowledge and skills, without comparison to other groups. The knowledge and skills defined would require support drawn from the literature (comparable to the concept of curricular validity in achievement testing). Assessment by experts (their credentials as experts should be explicitly stated) should be in terms of explicitly stated criteria, and should be checked for reliability through independent multiple ratings.

All three approaches are subject to criticism from researchers. For example, the Graduate Record Examination in a particular field may be a good predictor of success in graduate school (some graduate programs), but may be subject to criticism as an inadequate measure of the learning which takes place in a given program.

The type of design which is chosen will be determined by the kind of goals which are stated.

The type of design which is chosen will be determined by the kind of goals which are stated.

Statistical Treatment of Data

These guidelines deliberately avoid a technical discussion of various designs for the treatment of data such as parametric vs. non-parametric designs, the use of co-variance models in comparing experimental and control groups with dissimilar baselines. It is assumed that project developers will realize the importance of selecting as project evaluators faculty members who are technically qualified to make decisions regarding the proper statistical models to use.

Time-Line

Pilot external degree programs will have several phases. Almost all will extend beyond a period of one academic year. The length of the pilot program, the contingencies which, if satisfied, will lead from Year 1 to Year 2, etc., should be specified. It may take, on the average, four years for students admitted to Year 1 to complete the program leading to the degree. Will new students be admitted in Year 2, 3, and 4? Will such admittance depend on the success (educational or economic) of the program in Year 1?

While the Commission does not expect a fully developed PERT chart, it does want a time-line which will state explicitly the length of the pilot program, and which will state specifically the major processes to be performed, over time.

CONSULTATION WITH THE COMMISSION

The Commission is prepared to consult with project proposers at all phases of development of proposals - - by telephone, by mail, or within the limitations of the time of a small staff, in person. Initial drafts, rough drafts, etc., are welcomed.

Inquiries should be directed to

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The Commission on External Degree Programs
1801 East Cotati Avenue
Rohnert Park, California 94928

Lease Line 8-707-795-2421

GUIDELINES TO BE REVISED

Your suggestions regarding the improvement of these guidelines will be appreciated. They will be revised after a number of colleges have had experience with their use.

"MODEL" EVALUATION DESIGN IS ATTACHED

Several faculty members suggested that it would be useful to have a model evaluation design. One has been prepared, after considerable hesitation, and is attached. It should be considered as illustrative, rather than an example of an outstanding design. The kind of evaluation design which should be prepared is so dependent upon the kind of external degree program which is proposed, upon the proposers' goals, and upon their assumptions, that it is impossible to prepare a design to cover all possibilities.

The details of the attached model should be considered as illustrations rather than "standards;" (e.g., the objective which specifies 75 reserve books per course.)

The model will be most useful in illustrating format and the level of the Commission's expectations.

REFERENCES WHICH MAY BE HELPFUL

McAshan, H.H. Writing Behavioral Objectives. Tallahassee, Florida: Florida Educational Research and Development Council, 1969

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962

Popham, James, Elliot Eisner, Howard Sullivan, and Louise Tyler. Instructional Objectives. Washington, D.C.: Rand, McNally and Company, 1969

Yelon, Stephen L., and Roger O. Scott. A Strategy for Writing Objectives. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1970.

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THE CALIFORNIA STATE COLLEGES
The Commission on External Degree Programs
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A MODEL EVALUATION DESIGN

NOTE: This is a model, not the model. As is noted on the concluding page, a variety of approaches to evaluation can be taken. The approach taken will depend upon the goals of the project. If the main argument of project developers is that an external degree program will do as good or better a job than is being done on campus in the same field, the design must make a comparison between two programs in terms of relevant variables. If the developers of a proposal state a goal of educating students as well as or better than some national norm, then the evaluation design must be in terms of the achievement of the students compared to a national norm. Some faculty members are highly critical of goals of this sort. They believe that they have better and more important goals. For example, they talk about intellectual curiosity, the ability to engage in critical thinking, creativity, intellectual attitudes and interests, etc. If programs are proposed which state goals of this sort the evaluation design, then, must seek to assess the extent to which these goals are attained. Thus, the model which follows may be most useful from the standpoint of indicating a suggested format to be followed and by indicating the degree of specificity and thoroughness which is expected. Some project evaluators, competent in the fields of educational evaluation and research design, may prefer a different format which could nonetheless be equally or more rigorous. The "Guidelines for Evaluation" and this model are intended to indicate the level of the Commission's expectations, rather than a specific set of procedures which must be followed.

CALIFORNIA STATE COLLEGE, MECCATOWN

EXTERNAL DEGREE PROGRAM IN PUBLIC ADMINISTRATION
AT HYPOTHESBURG AND ASSUMPTIONVILLE

DESIGN FOR EVALUATION OF THE PROJECT

GOALS OF THE PROJECT

The California State College, Meccatown, plans to offer upper division instruction leading to a BA in Public Administration in the communities of Hypothesburg and Assumptionville. All instruction will be offered through extension and summer session courses.

The program will include all of the required courses in the major and related fields and a sufficient number of elective offerings to permit students who enroll for 18 semester units of credit per year to complete all requirements for the degree within four years.

The program will be designed primarily to serve full-time public employees who reside or work in the Counties of Releventia and Redundance who are unable to complete their undergraduate work for the degree on the CSCM campus.

It is the plan of the Department of Public Administration to admit at least one hundred degree candidates in the fall semester, 1972, and to admit at least twenty-five new students each semester thereafter through the fall semester, 1975.

Because of the high motivational level of the public employees who would comprise the bulk of the students in these two off-campus learning centers, the faculty of the Department of Public Administration anticipate that at least 75% of the students who begin the program as degree candidates will complete work for the degree. It is likewise our expectation, as a result of conferences with prospective students, that as many as three-fourths of the students will carry enough of a course load to enable them to complete the requirements for the degree within a four year period.

It is estimated, as new students are enrolled, that the program will gradually increase in size from an end-of-semester FTE of twenty-five in the fall of 1972 to an FTE of sixty-three by the fall of 1975.

In order to provide as much breadth of elective options as possible to students enrolled in this program, it is anticipated that some courses, in which

there would not be a sufficient demand for enrollment in one of the communities alone, will be taught simultaneously at Hypothesburg and Assumptionville, utilizing tele-lecture and remote electronic blackboard facilities. When courses are offered utilizing this medium the instructor will alternate, being "live" in one community one week and "remote" there the next week.

Library services for external degree candidates at Hypothesburg and Assumptionville will be provided in four ways:

1. A reserved book section will be established in the city-county library in each community. This reserved book section will change each semester, as the courses change, and will be constructed to support each semester's offerings.

2. Daily book delivery service has been arranged between the CSCM Library and the libraries of Assumptionville and Hypothesburg. Delivery will be made by the Inter-mountain Cooperative Library Service trucks. External degree students will have access to any book in the CSCM Library, and orders will be placed daily by telephone.

3. Both city-county libraries have committed themselves to purchasing one thousand dollars of books each year to offer further library support to the CSCM program in these communities Lists will be cooperatively developed by CSCM faculty members and the librarians in the two community libraries.

4. External degree students will be issued library cards and will have access to the CSCM Library on those occasions--mainly weekends--when they will be able to travel to the campus.

The Department of Public Administration is committed to staffing three-fourths of the courses offered in Assumptionville and Hypothesburg with regular members of the CSCM faculty.

This program has been established by the Department of Public Administration in the belief that it will be possible to offer an external degree program in which the academic quality of the program and the learning of the students will be equal to or superior to the on-campus program in public administration.

This external degree project will be evaluated annually. If the results of the evaluation for 1972-73 and 1973-74 provide sufficient evidence of the success of the project, tentative plans are that a proposal will be submitted to the faculty of CSCM during the 1974-75 academic year for inclusion of the external degree program in public administration within the academic master plan for CSCM, as a permanent part of the college's curriculum.

Assessment of enrollment potential by the Department and cost estimates developed in cooperation with the Office of Continuing Education lead CSCM to the conclusion that it will be possible to operate this program entirely from Continuing Education revenues derived from a $30 per semester unit fee which will be charged during fall and spring semesters and during summer session.

PROCESS OBJECTIVES

Process Objective #1

One hundred degree candidates will be admitted in the fall of 1972 and twenty-five new students will be admitted each fall and spring semester thereafter, during the pilot project.

Data:

1. Applications for admission as degree candidates on file in the Office of the Dean of Continuing Education.

2. Class enrollment rosters.

Criteria: The Objective will be met for the fall semester of 1972 if at least 100 enrollees who had submitted applications for admission as degree candidates are enrolled in classes. The Objective will be met for each subsequent semester beginning with the spring of 1973 if at least 25 enrollees who had submitted applications for admission as degree candidates had enrolled as new students in classes.

Responsibility: Audit of records by the Project Evaluator within two weeks after class rosters are issued, each semester.

Process Objective #2

The end-of-semester student enrollment will gradually increase from at least 75 in the fall of 1972 to at least 189 by the fall of 1975 in accordance with the following schedule:

Fall-1972	75
Spring-1973	94
Fall-1973	113
Spring-1974	132
Fall-1974	151
Spring-1975	170
Fall-1975	189
Summer Sessions:	Same enrollment as preceding Spring.

Data: The number of students issued grades other than W at the end of each semester.

Criteria: The Objective will be met if the number of individual students issued one or more grades each semester equals or exceeds the above schedule.

Responsibility: Audit of grade sheets by the Project Evaluator within two weeks after the rosters are submitted to the Registrar.

Process Objective #3

To have an end-of-semester FTE for each of the semesters of the pilot period which is equal to or in excess of the following:

Fall-1972	25
Spring-1973	31
Fall-1973	38
Spring-1974	44
Fall-1974	50
Spring-1975	56
Fall-1975	63

Summer Session: The same as the preceding Spring semester.

Data: Total number of units of credit for which grades were issued divided by fifteen.

Criteria: The Objective will be met if the end-of-semester FTE for each semester, equals or exceeds the above schedule.

Responsibility: Audit of grade sheets by the Project Evaluator within two weeks after rosters are submitted to the Registrar.

Process Objective #4

At least 67% of the students admitted each semester as degree candidates, and enrolled in courses, will be Public Service employees.

Data: Applications for admission and class rosters referred to under Process Objective #1.

Criteria: The Objective will be met if at least 67% of the applicants for admission, each semester, who enroll in classes that semester, are employees of Federal, State, Municipal, or County agencies, according to data recorded on their applications for admission.

Responsibility: Audit, each semester, of new applications for admission and class rosters. Audit to be conducted by Project Evaluator within two weeks of the date class rosters are issued.

Process Objective #5

The number of classes offered each semester in Hypothesburg and Assumptionville, combined, will equal or exceed the following schedule:

Fall-1972	5
Spring-1973	6
Summer Session-1973	6
Fall-1973	7
Spring-1974	8
Summer Session-1974	8
Fall-1974	10
Spring-1975	11
Summer Session-1975	11
Fall-1975	12
Spring-1976	12
Summer Session-1976	12

Data: Class rosters.

Criteria: The Objective will be met if the total number of classes offered each semester in Hypothesburg and Assumptionville, combined, equals or exceeds the number listed on the above schedule. (One class, taught simultaneously in the two communities via tele-lecture, shall be counted as one class.)

Responsibility: The Project Evaluator will audit and tally the class rosters on file in the Office of the Dean of Continuing Education, each semester, within two weeks of the issuance of the roster.

Process Objective #6

The number of elective courses - not required for the major - will equal or exceed the following schedule:

Fall-1972	1
Spring-1973	2
Summer Session-1973	2
Fall-1973	2
Spring-1974	3
Summer Session-1974	3
Fall-1974	3

Spring-1975	4
Summer Session-1975	4
Fall-1975	4
Spring-1976	4
Summer Session-1976	4

Data: Class rosters.

Criteria: The Objective will be met if the total number of elective classes, each semester, exceeds the number listed on the above schedule. (No classes required in the Public Administration major, or required to satisfy a related field requirement, will be counted.)

Responsibility: The Project Evaluator will audit and tally the class rosters on file in the Office of the Dean of Continuing Education, each semester, within two weeks after the issuance of rosters. He will obtain a list of courses required in the major, or related field requirements, from the Chairman of the Department of Public Administration, and will eliminate from the count any classes which appear on this list.

Process Objective #7

At least three-fourths of the instructors in the external degree program will be regular members of the faculty.

Data: Class rosters and faculty roster.

Criteria: The Objective will be met if at least three-fourths of those teaching, each semester, are on the roster of regular faculty (Part-time regular faculty shall not be counted for this purpose unless their combined on-campus and external degree campus teaching loads equal 12 teaching units.)

Responsibility: Project Evaluator, two weeks after the issuance of rosters, each semester, will compare instructors' names on class rosters with the roster of regular members of the faculty on file in the Office of the Academic Vice President.

Process Objective #8

Library services for students in external degree programs, both at Assumptionville and Hypothesburg, will be fourfold:

A. A CSCM Reserved Book Section will be established in the city-county library in both communities. The Reserved Book Section

will contain 75 books per course offered that semester. (If a course is offered via tele-lecture simultaneously in Hypothesburg and Assumptionville, a minimum of 50 books per course will be placed in the Reserved Book Section of both libraries.)

B. Daily service on books from the CSCM Library to Assumptionville and Hypothesburg will be provided. Orders will be placed by telephone from the community libraries and delivery will be made by the Inter-mountain Cooperative Library Service truck.

C. Each community library will allocate $1000 for the purpose of purchasing books in support of the CSCM program. The books are to be purchased from lists cooperatively developed by the community library staffs and CSCM faculty.

D. All external degree program students will be assigned library cards.

Data:

A. Reserved book lists for each course offered each semester.

B. Lists of prices of books purchased by the community libraries from lists developed cooperatively by library staffs and CSCM faculty.

C. Book order forms indicating the dates on which students ordered a book from the CSCM Library and the date the book was received by the Library, or other disposition such as "Book Out - Hold Order Recorded." A random sample of 100 requests for books from CSCM, will be audited for the purpose of determining the average length of time between placement and filling of the order. (Or other disposition.)

Criteria:

A. The Objective will be met if the Reserved Book Section in each library has in the stacks (or in circulation) at least 75 books for each course offered that semester. (The required number is reduced to 50 in the instance of courses taught by tele-lecture.)

B. The Objective will be met if evidence is provided that an amount equaling or exceeding $1000 for the purchase of books from the previously referred to list.

C. The Objective will be met if the mean lapse in time between the ordering of a book and its receipt by the city-county library (or the receipt of notice of other disposition as specified above) does not exceed 1.4 days, Saturdays, Sundays, and holidays not included.

Responsibility: The Project Evaluator will:

A. Between the sixth and ninth week of each semester (and the second and third week of each summer session) examine and tally the Reserved Book List for each course. He will also randomly sample 30 books from tne list to verify their existence in the stacks, or in circulation.

B. Review, in August of each year, the list of books which has been prepared as described above, and will randomly select 30 book titles for the purpose of verifying their placement in the stacks, or in circulation.

C. Randomly select, in the month of August, one hundred book order requests and compute the mean length of time between the placement of an order and the receipt of the book by the Library.

Process Objective #9

The external degree program in public administration will be financed entirely from summer session and extension fees of $30 per semester unit.

Data: A statement of income and expenditures prepared by the college business office at the end of each fiscal year.

Criteria: The Objective will be met if income has exceeded expenditures.

Responsibility: College business office.

PRODUCT OBJECTIVES

Product Objective #1

Seventy-five percent of the students who start in the program will stay in the program until they have completed it.

Data:

A. Cumulative roster of students who were admitted to and who completed at least one course in the program.

B. Roster of students each academic year who enroll in at least one of

the following sessions:

i. Fall semester
ii. Spring semester
iii. Summer session (1973 summer session data will be included with the data for the 1972-73 academic year, and the same for subsequent years.)

Criteria: The Objective will be met if the total number of individuals listed in B., above, equals or exceeds 75 % of those listed in A., above.

Responsibility: The Project Evaluator will compare both lists each year within two weeks of the time when summer session class rosters are issued.

Product Objective #2

At least 75 % of a random sample of 25 currently enrolled students be judged to be completing their academic requirements at a rate which will enable them to complete work for their degree within four years of the time they started.

Data: Advisors will interview 25 students and complete a form showing:

A. Date of start.
B. Number of units needed at time of start to complete work for the degree.
C. Number of units completed.
D. Course schedule, by semester, which students can follow to complete program within four years of time of start.
E. Advisor's judgement as to whether it is likely that the student will finish the requirements for the degree within four years of the time he begins the program.

Criteria: The Objective will be met if at least 75% of those interviewed by advisors are adjudged to be individuals who will complete the requirements for the degree within four years of the time they began.

Responsibility: After the sixth week of the spring semester, each year, the Project Evaluator will randomly select 25 currently enrolled students and will request advisors to interview those selected and to complete the previously described form. The Project Evaluator will collect these forms from advisors at least two weeks before the end of the semester. It will be the Project Evaluator's responsibility to audit and tally the interview forms.

Product Objective #3

At least 56 students who began the program in the fall of 1972 will satisfy the requirements for the Bachelor of Arts degree by the end of the 1976 summer session.

Data:

A. Lists 1 and 2, Process Objective #1.

B. Approved applications for the degree on file in the Registrar's office.

Criteria: The Objective will be met if at least 56 of the students whose names appear on lists 1 and 2 (Process Objective #1) have on file in the Registrar's office an approved application for the degree.

Responsibility: The Project Evaluator will audit the previously mentioned lists, and the file of approved applications for degrees prior to the end of August, 1976.

Product Objective #4

Students in the external degree program will demonstrate a level of learning in Public Administration which is at least equal to that of students in the on-campus program.

Data: Students enrolled in Public Administration classes in Assumptionville and/or Hypothesburg, which are also offered that semester on-campus, will be administered the same final examinations as students enrolled in the on-campus courses. A panel of three faculty members will rate the examination papers "blind" - i.e. there will be no indication on the paper whether the student is "on-campus" or "external." Papers will be rated on a scale of excellence from 1-5, based on the following forced choice distribution:

Rating	Percentage of Students
5 (highest)	4
4	19
3	54
2	19
1 (lowest)	4

Each student's score will be the mean score of his 3 ratings for each class.

Criteria: The Objective will be met if:

A. In each course, there is no statistically significant difference between the mean scores of the two groups, or if the mean score of the "external" group is higher.

B. There are no statistically significant differences between the proportion of students receiving 4 or higher, and 2 or lower, or if the "external" group has a larger proportion of students with a rating of 4 or 5, and smaller with ratings of 1-2.

Responsibility: Each semester the Project Evaluator will examine on-campus and external degree class schedules for the purpose of identifying which courses are being offered simultaneously on and off-campus. He will remind the instructors of these courses that common final examinations must be given. He will ask the department Chairman to arrange for the selection of the three faculty members who will constitute the panel of judges. The Project Evaluator will be responsible for the distribution of "blue books" to students in these classes with code numbers which will be assigned by the Evaluator. It will be his responsibility to see to it that the three judges will find no identifying information on the "blue book" indicating whether the class is "external" or "on-campus." Completed "blue books" are to be returned to the Evaluator for data analysis.

Product Objective #5

Graduates in Public Administration through the external degree program will manifest writing skills and a knowledge of American History, Government, and Literature, and the History of Western Civilization which will be equal to or superior to that manifested by a representative national sample of college seniors.

Data: Students who will complete their requirements for graduation for the degree during the 1975-76 academic year, or the following summer session, will be administered, during May of 1976, the CLEP General Examination in English Composition, and subject examinations in American Government, American History, American Literature, and Western Civilization. (If CLEP "Brief Exams" in any of these fields are available by that time, they will be administered rather than a full subject examination.)

Criteria: The Objective will be met if:

A. The mean score for each test equals or exceeds the national mean.
B. The percentage of students with scores higher than one standard deviation above the mean equals or exceeds the percent of students with such scores in the national sample.

C. The percentage of students with scores lower than one standard deviation below the mean is less than or equal to the percent of students with such scores in the national sample.

Responsibility: Scheduling, administering and scoring of tests will be the responsibility of the Project Evaluator, as will the analysis of test results.

Product Objective #6

The Objective is to provide sufficient intellectual stimulus and access to library resources to encourage external students to make as much use of these resources as resident students in public administration, or more.

Data: Once each year, during the spring semester, 4 on-campus upper division classes in public adminstration and 4 external program classes will be selected, at random, by the Project Evaluator. He will administer an instrument to each class on which the students will indicate the names of books, journal articles, and other material which they have read that semester in fields related to courses in which they are enrolled, both within and outside the field of public administration.

Criteria: The Objective will be met if there are no statistically significant differences between the amount of reading done by the two groups of students in: a. books, b. journal articles; or if the amount of reading by the external group is more.

Responsibility: It will be the responsibility of the Project Evaluator to design the instrument, select the classes, administer the instrument, record and analyze the data.

Product Objective #7

Students enrolled in courses which are taught simultaneously in Hypothesburg and Assumptionville utilizing tele-lecture, will express satisfaction with the course.

Data: After each class session attendees will be asked to complete a rating scale on which they will be asked, among other things, to rate the class on a 4-point scale:

1	2	3	4
Very poor session	Poor session	Satisfactory	Excellent session

In addition, one class, each week, in rotation, which is not using the tele-lecture medium, will complete the rating scale.

Criteria: The Objective will be met if:

A. The mean score of all sessions ("live" and "remote" combined) is 2.8 or higher;
B. If there is no statistically significant difference between the mean scores of "live" and "remote" groups;
C. If there is no statistically significant difference between the mean ratings for the semester of the classes not using tele-lecture and the classes which do.

Responsibility: It is the responsiblity of the Project Evaluator to:

A. Prepare the rating scale;
B. Arrange with instructors for the administration of the instrument;
C. Collect the instrument;
D. Analyze and report the data.

NUMBER AND DATES OF EVALUATION REPORTS

Evaluation reports will be presented on the fifteenth of September in 1973, 1974, 1975, and 1976.

Data relevant to all process and all product objectives will be reported in each of the four reports with the following exceptions:

Data relevant to product objectives 3 and 5 will be reported only in the 1976 report.

The 1973, 1974, 1975 reports will be annual reports, and in that respect will be sufficient each unto itself. However, in these reports reference will be made to data obtained regarding objectives in earlier reports, for the purpose of identifying trends or emphasizing interpretations. The 1976 report will be a final report for the pilot project and will summarize data obtained during the four year period.

CONCLUDING COMMENTS

We have chosen a traditional classroom-oriented lecture-discussion instructional model for our illustrative evaluation design. If a non-traditional model of instruction had been chosen (e.g., mainly independent study, or mainly assessment) it would have been necessary to have placed greater emphasis on the process objectives which would describe, with considerable specificity, the instructional processes which would be used.

Many of the problems which will be faced in preparing an evaluation design for external degree programs have not yet even been thought of. The model, therefore, is far from a final answer. Neither are the guidelines. It is hoped that they will help.

QUESTIONS REGARDING EXTERNAL DEGREE PROGRAMS

AND COMMISSION RESPONSES

QUESTIONS REGARDING EXTERNAL DEGREE PROGRAMS AND COMMISSION RESPONSES

THE CALIFORNIA STATE COLLEGES
THE COMMISSION ON EXTERNAL DEGREE PROGRAMS
1801 East Cotati Avenue
Rohnert Park, California 94928
January, 1972

Representatives of the Commission have consulted with faculty and administrators on the campuses of most of the California State Colleges. This document consists of a series of questions which they have been asked, and their responses.

WHAT KINDS OF MODELS FOR EXTERNAL DEGREE PROGRAMS ARE WE TALKING ABOUT?

"Are you simply talking about moving college offerings off-campus?" "Are you merely talking about the off-campus transplantation of classroom instruction?"

This is certainly one possibility. As a matter of fact, most proposals are likely to be of this type because this approach to instruction is the one with which faculty are most familiar and comfortable. In addition, many faculty feel this is the best available model.

On the other hand, other types of models will be proposed. The Commission document, "Various Models for External Degree Programs," arbitrarily categorizes 13 types of external degree models. These models range from the highly innovative to the highly traditional. All of these, including traditional instruction, are potential models which would be supported by the Commission, if they were approved by an individual college after completion of the normal academic consultative processes.

WHAT DO YOU MEAN BY "PILOT PROJECTS"?

Pilot projects will be academic programs which will be established to test the developer's (and the college's) assumption that quality instruction can be offered and that quality learning will take place within an external degree program structure. The goals of the program must be stated in terms which can be evaluated and the program must be subjected to evaluation. The pilot project will have a specified beginning and ending date and the manner in which it will be evaluated must be stated in advance. Its incorporation as a "permanent" part of the instructional program of the college will be dependent upon the results of the evaluation.

WHO WILL ESTABLISH PILOT PROJECTS?

Pilot projects will be established by individual colleges. While the Commission hopes that every college will eventually have pilot programs, the

fact remains that the establishment of these programs will be dependent upon the initiative of each college. Pilot programs will not be imposed on colleges.

HOW LARGE WILL PILOT PROJECTS BE?

The size and type of pilot projects cannot be determined, in advance, by the Commission as this will depend upon what is proposed by the individual colleges. However, the Commission can report what is being considered on some of the campuses. One campus is considering:

1. Five "learning centers" (utilizing primarily public school facilities now used for extension courses) within which will be offered four or five liberal arts majors. The number of majors (and the fields to be chosen) will be determined after more information is obtained from the pilot market survey now under way. For some classes, either to assure adequate enrollment or to serve relatively remote areas, there may be use of Tele-lecture and electronic remote blackboard equipment. Or, depending upon the diagnostic information obtained from the market survey, some students, in order to get all of the classes they need, may have to attend on-campus Saturday classes.

2. A separate curriculum is under consideration for a professionally-oriented program to serve ethnic minorities in one of the areas served by the college. These would be individuals who are currently employed as para-professionals in social, health, law enforcement and educational agencies. This may be primarily a "professional certificate" program. Individuals in this program who want to and who are able to obtain a degree might enroll in supporting liberal arts subjects offered in that area as part of the "comprehensive program" described under #1, above.

3. A separate masters degree program in management will be offered in one of the areas.

Whether, from a financial standpoint, these will be established as three separate programs, each of which must be financially self-supporting, or whether these programs will be planned as a single unit, with income and costs equalized, will be determined by the college administration.

Another college is considering two separate programs:

1. A program in public administration.

2. A program designed to serve para-professionals employed in social service agencies.

One program under consideration would serve as few as thirty individuals. Others are projected to serve in excess of one thousand. In other words, there are no strictures on the size of pilot projects. In each case, evidence of fiscal feasibility will be required.

HOW MANY PILOT PROJECTS MAY A COLLEGE HAVE?

As indicated above, some pilot projects may be "comprehensive," in that they will offer a variety of majors. Others may be single-purpose. Each proposal will be considered on its own merits. There is no reason why an individual college may not have several projects.

STANDARDS FOR ADMISSION TO EXTERNAL DEGREE PROGRAMS

The Commission has established one standard. Students shall have completed the equivalent of two years of transferrable college-level work. (In some instances, in order to serve particular needs, the college may want to work in cooperation with a neighboring community college which would provide the lower division instruction.)

Each proposal should specify the requirements for admission, the procedures which will be utilized, including the method by which those admitted to external degree programs will be "identified."

The term "matriculation" has not been used because it would be confused with procedures for "resident students." Nonetheless, comparable procedures should be used in each proposal for a pilot external degree program.

Criteria for admission may vary. What these variations may be have not been predetermined by the Commission. The following two possibilities are offered for illustrative purposes:

1. A program might be designed for the employees of a particular type of agency. Criteria could be developed which would limit enrollment to individuals employed in this type of agency.

2. A program might be established which would place a heavy emphasis on independent study and autonomous learning. Criteria might be established which would limit admission to individuals who demonstrate the capacity to profit from this approach to instruction.

WHAT ABOUT RESIDENCE CREDIT REQUIREMENTS?

The Commission has proposed an amendment to Title V of the California Administrative Code which would authorize the Chancellor to designate specified courses in approved external degree programs, offered through

extension, as courses which "shall be offered for a residence credit." The Commission's proposal has been endorsed, without dissent by the Academic Senate, CSC. While the authority for this designation of the courses which shall be offered for residence credit will rest with the Chancellor, his designation will be in response to proposals which have been made by an individual college, after completion of the academic consultative process on the campus of that college.

The proposed amendment to Title V will be presented to the Board of Trustees at its January, 1972 meeting.

WON'T THE GIVING OF RESIDENCE CREDIT FOR EXTENSION COURSES RESULT IN A LOWERING OF QUALITY?

The Commission does not think so. If the faculty of a college approve a proposal they, obviously, also will not think that there will be a lessening of quality. But, this is an assumption which must be tested. It will be tested, as each pilot proposal will be subjected to rigorous evaluation.

The Commission's assumption that there will not be a lowering of quality is based on the following argument:

> There will be an important difference between instruction offered in external degree programs and typical extension instruction. Extension, typically, consists of a series of discrete, unrelated offerings. Usually, there is no continuous, on-going evaluation of the students. It is difficult to provide an on-going evaluation of the "curriculum" because, typically, there is no cohesive program within which an identifiable group of faculty work with an identifiable group of students.
>
> The Commission envisions external degree programs as programs in which, typically, the instructors will be members of the regular faculty teaching as part of their regular teaching load. The programs must be carefully enough planned and "costed out" so that an advance commitment will be made to student and faculty member alike that the course will be held. The typical problem of having an extension course "make" will not be faced. There will be a cohesive program in which a common group of faculty will work with a common group of students and in which there will be continuous evaluation of students and curriculum alike. In this respect, external degree programs will be more like regular on-campus programs than like typical extension offerings.
>
> In addition, the learning which takes place in these programs will be evaluated more systematically than is typically the case for on-campus programs.

WHAT ABOUT APPROVAL OF NEW MAJORS FOR EXTERNAL DEGREE PROGRAMS?

Many, or maybe even most, of the programs offered within the external degree structure will be in majors which have already been approved by the college. However, the diagnosis of special needs may indicate the desirability of establishing new majors or options which are not included in the college's master plan.

The Commission has recommended an amendment to the Standing Orders of the Board of Trustees which would streamline the procedures for approval of new majors and which would authorize the offering of majors not included in the college master plan. The criteria for the use of the resources of the State are not applicable to programs which are intended to be self-supporting. Furthermore, the procedures which have been designed to guide and control the inclusion of programs in the "permanent" master plan of a college are not appropriate to the experimental, developmental period within which the California State Colleges will be studying the potentialities of external degree programs. If pilot programs are found to be successful, their permanent inclusion in the master plan of a college will follow the usual procedures.

Thus, the individual colleges will not be limited to the development of programs which appear within their master plan. If new majors or options are approved at the college level and endorsed by the Commission, it is likely that their implementation will be authorized by the Chancellor.

WHAT ABOUT PILOT PROGRAMS IN MAJORS WHICH ARE ALREADY IN THE COLLEGE MASTER PLAN?

The major difference between these programs and pilot programs which would propose new majors, will probably be in the procedures followed at the local level. If a proposal is for a major which is already approved, the consultative procedures at the campus level might be less complex than for programs which propose new majors. However, the Commission emphasizes that these decisions are decisions which must be made at the campus level.

HOW WILL EXTERNAL DEGREE PROGRAMS BE FINANCED?

It is intended, at this time, that these programs be part of the Continuing Education fiscal structure; i.e., that they will be self-supporting. This decision has been made at this time as the result of what the Commission believes to be a realistic appraisal of available options. However, the Commission has received encouragement regarding the possibility of assistance, during the pilot project phase, from private foundation and federal sources.

WHO WILL TEACH IN EXTERNAL DEGREE PROGRAMS?

The answer to this question will be made at the local level. There are three options:

1. Regular faculty members as part of their regular teaching load, with no loss in compensation or other benefits, will teach in external degree programs;

2. Faculty members who chose to will teach in external degree programs, in addition to their regular teaching load, in accordance with the regulations which now govern their teaching in the extension program, at existent extension salary scales;

3. Programs could be planned within which both of the foregoing possibilities take place.

While the Commission has not adopted any "regulations" with respect to the foregoing, it is its recommendation that educational quality is more likely to be assured if at least a "core" of those faculty members involved in an external degree program are regular faculty members teaching as part of their regular teaching load.

Of course, in addition to the use of regular faculty, some colleges may find it educationally advantageous to use, as part of their instructional staff in external degree programs, some individuals who are not members of the regular faculty. This would most likely happen, the Commission thinks, in programs which are professionally oriented.

WHAT ABOUT THE FEES WHICH WILL BE CHARGED FOR EXTERNAL DEGREE PROGRAMS?

Existent extension fees will not be sufficient if regular faculty, as part of their regular teaching load, are to teach in external degree programs. For that reason the Commission has proposed an amendment to the Standing Orders of the Board of Trustees which would give the Chancellor the authority to establish the fee for each individual pilot program. Of course, while this authority is vested in the Chancellor, he would exercise it only in response to proposals for pilot programs made by individual colleges in which those colleges would recommend the fee which would be necessary to make the project fiscally feasible. The Commission's proposal for an amendment to the Standing Orders of the Board of Trustees will be considered by the Board at its March, 1972 meeting. The proposal has been endorsed by the Academic Senate, CSC, without dissent.

WILL SOME COURSES HAVE A DUAL FEE STRUCTURE?

In other words, in a given course will some students (external degree candidates) be charged one fee and other students (those who are not degree candidates) be charged another? The Commission's answer is, "No." Guidelines have been developed which specify that all students admitted to a course would pay the same fee, without regard to their status as degree candidates. Of course, as indicated above, whether or not students who were not "external degree candidates" would be admitted to these courses would depend on the regulations established for the pilot program as specified by the college in its proposal.

WOULD SOME STUDENTS EARN RESIDENCE CREDIT AND OTHERS NOT?

"Would some students (' external degree candidates') earn residence credit while others (those who are not candidates for degrees) earn non-resident credit?" The Commission's answer is "No." Commission guidelines state that it is the courses which will determine whether or not residence credit will be earned and not the status of the student. Of course, it will be the individual college which, in its proposal for a pilot external degree program, will determine whether or not students who are not candidates for degrees will be admitted to extension courses which are part of external degree programs and which will be, at the college's request, designated as courses to be offered for residence credit.

Administratively, the Commission suggests that the problem can be handled two ways, at the college level:

1. Extension courses offered for residence credit will be entered on transcripts without the usual "e" prescript which identifies extension credit;

2. If the college prefers to have the transcript indicate, for administrative or record-keeping purposes, that the course was an extension course, it could use the prescript "er," to designate residence credit.

HOW WILL FACULTY TEACHING IN EXTERNAL DEGREE PROGRAMS BE REPLACED?

Will the teaching resources for on-campus instruction be reduced? The Commission's answer is, "No." Funds obtained from extension fees will be used to replace a faculty member for the fraction of his time in which he is teaching in external degree programs. For example, if the equivalent of four faculty members in a department are teaching in external degree programs, funds will be available to add four additional faculty members to that department.

IS THERE A DANGER OF EROSION OF EDUCATIONAL QUALITY?

The Commission's answer is "Of course, there is such a risk." There are always such risks when something new is tried. There are also opportunities for the enhancement of quality. There is the potential that on-campus instruction could profit from successful experimentation, off-campus, with new models.

BUT WHAT ABOUT THE DANGERS?

That's why the California State Colleges are establishing pilot projects. That's why these projects will be more rigorously evaluated than on-campus programs which have the support of tradition.

Proposals which are developed must be developed on the assumption that quality instruction will take place, and that quality learning will result.

A determination of the probability that a program will be of a high level of academic quality will be the initial responsibility of the proposing campus. The determination of whether or not that probability is fulfilled will be made on the basis of a rigorous, systematic evaluation of the project; and evaluation of the degree to which the goals of the project, as established by the college, have been met. Decisions regarding the continuation of pilot programs will be made conjointly by the college and the Chancellor's Office. No programs which have not been adjudged by the college to be successful will be continued beyond the pilot phase.

"WHAT'S IN IT FOR FACULTY?"

This is a decision which must be made by each faculty member for himself. Many faculty will undoubtedly decide that there is "nothing in it for me." No faculty members will be required to teach in external degree programs. Some faculty members will find this an opportunity to work with a group of people with whom they cannot now work. Others will find the opportunity to "try out" new models of instruction, new approaches to teaching, which possibly are not now available to them on-campus because of the greater flexibility which will be available to external degree programs. These will be individual decisions. The only generalization which is possible is that participation in external degree programs will not "cost" faculty members anything.

Some departments may find external degree programs a vehicle for the strengthening of the department. The addition of faculty members made possible by the fraction of "released-time" of others, may make it possible to add to the diversity of specializations within the department in the same

way as is accomplished by the addition of faculty in order to service General Education programs. Some departments which are experiencing a decrease in enrollment may find this to be a way of "saving" positions.

Some faculty or departments may find within the flexibility of the external degree program an opportunity to experiment, to learn from the experimentation, and to justify and to apply what they have learned to a modification of on-campus instruction.

HOW LONG WILL PILOT PROGRAMS LAST?

The unsuccessful programs may not last beyond the first year. Each program will be evaluated each year, in accordance with the guidelines for evaluation established by the Commission. Some programs may be obviously so successful that by the end of the second year the college will be recommending their inclusion as a permanent part of the college structure. Some of the answers to these questions must await the experience out of which they will evolve. In general, however, the Commission anticipates a five-year period for pilot programs. The typical student who has completed the equivalent of two years of college will take from three to four years to complete his work. It would seem, therefore, that a full evaluation would take at least that long. The matter becomes complicated. At the end of the first year a judgement is going to have to be made as to whether the evidence available at that time indicates sufficient potentiality for success to warrant the admission of new, beginning students. If the success of the program (in terms of all the criteria of quality heretofore discussed) is adjudged uncertain, at the end of the first year, or the second, the admission of a new cycle of students ought to be questioned.

WHAT KIND OF COMMITMENT MUST BE MADE TO STUDENTS?

Only those commitments should be made which can be kept, obviously. Hopefully, a college will be able to make the commitment to a group of students admitted to a program that they will be able to finish the program, assuming that they have met their commitment as students and have performed at a satisfactory level. If there are to be contingencies to the commitment, they should be explicitly stated.

HOW ABOUT RELEASE TIME FOR PLANNING AND DEVELOPMENT?

For the current year, the Commission has available a limited amount of money to finance the use of faculty consultants as members of curriculum development teams for statewide consortia which may offer programs for employees of State agencies. (This plan is discussed later in this document.) At the present time the Commission has no other funds available for such a purpose.

However, there are presently available two other possible sources of funding

for the releasing of faculty members to develop proposals:

1. Some of the campuses appear to have sufficient money in their Campus Continuing Education Innovative Reserve to finance such activity. Some campuses have little or none. Some of the funds must literally be kept "in reserve" as insurance against the always-present danger of "running a deficit" in a self-support program. The possibility of funding from this resource should be discussed with the Dean of Continuing Education on each campus.

2. Each of the colleges contributes to the System-Wide Continuing Education Innovative Reserve. Allocations from this fund are recommended by the California State Colleges Continuing Education Advisory Committee. Colleges wishing to do so may submit proposals to the Advisory Committee for funding. The current guidelines of the Committee provide that no allocation shall be in excess of $10,000, and that allocations will not be made to colleges which have in excess of $50,000 in the Campus Continuing Education Innovative Reserve.

In addition, the Commission has submitted, or is in the process of submitting, applications for grants to a number of public and private funding sources to assist the financing of this kind of developmental activity.

WILL EACH PROGRAM HAVE TO STAND ON ITS OWN, FINANCIALLY?

In general, the answer at this time is, "Yes." It will be up to each campus to decide whether or not each individual project from that campus will have to "stand on its own," or whether several projects from a campus, collectively, will have to stand together on their own.

The Campus Innovative Reserve, referred to above, will constitute "a rainy day fund." However, Deans of Continuing Education will want to stand guard against the unanticipated use of this fund for this purpose. Some colleges, in consultation with the Dean of Continuing Education, may chose to plan to use monies from this fund to partially underwrite pilot programs with a planned deficit.

Or, a college may want to go to the System-Wide Continuing Education Advisory Committee for the purpose of requesting that the operation of a pilot program be partially underwritten.

I IS THIS TUITION THROUGH THE BACK DOOR?

The Commission's answer is, "No." Extension fees are currently charged, but within the extension structure there is now presently no opportunity for people to work toward degrees. External degree programs provide an opportunity for a segment of the population which is now not being served, which

is unable to spend extensive periods of time "in residence" on a college campus, to work toward a degree or professional certificate. For this group this is an option which is not now available. The program has nothing to do with instruction for those members of our society who are able to spend the required time in residence in regular programs.

HOW CAN SELF-SUPPORT PROGRAMS SERVE MINORITY GROUPS AND THE POOR

The Commission is concerned about this problem. It is aware that the programs planned, if they are to be self-supporting, will serve only "a segment of the segment not now being served;" that segment which is well enough off financially to pay extension fees. It is exploring a variety of sources of funding to pay the extension fees for people in this category, including joint financing by those public agencies whose personnel would be served. Indications regarding the availability of funds for this purpose cause the Commission to be optimistic that pilot programs can be financed in this way. Out of the pilot experience, the Commission believes, will come better long-term answers. First there must be a demonstration of the need, and a demonstration that the need can be met. The Commission believes that the pilot programs will serve this purpose.

WHAT ABOUT INDIRECT COSTS?

To what extent will external degree programs place demands on college services in excess of the demand currently placed on them by extension? What about library, audio-visual, student personnel, admissions and records, and business services? The Commission is forming a committee and is seeking financing for a study of this problem. Individual colleges may want to include provisions for some of the larger and more obvious costs, in excess of what is now being done with extension programs, in the fee structure they propose for pilot projects. On the whole, however, an adequate understanding of the nature and amount of these costs will come as a result of an analysis of the operation of pilot programs.

HOW DO WE KNOW THERE IS A NEED?

Some evidence, unsystematized and unorganized, is already available. Specific, discrete sets of inquiries, made by individual departments of some of our colleges, have brought sufficient evidence to warrant establishing small pilot programs. Evidence of the need, and interest in such programs, has been reported to representatives of the Commission by many faculty members.

However, more comprehensive studies of the extent and characteristics of the need are now under way.

Pilot market surveys are now being undertaken in the service area of Shasta County, and in the North San Francisco Bay Counties. These pilots are forerunners to what will be a statewide market survey.

In addition, a survey of State agencies for the purpose of identifying the educational needs and interests of their personnel is being conducted. Additional contacts with the directors of agencies have resulted in a great deal of interest and predictions that the extent of need and interest will be massive.

The early stages of pilot surveys suggest that a high proportion of the enrollees of the evening programs in Community Colleges will be interested in external degree programs, and a substantial portion of extension enrollees.

The full extent of the need, and the diagnostic information needed to plan programs, will be one of the results of the statewide market survey.

WHY SHOULD STATE COLLEGES WITH LARGE ENROLLMENTS IN DEGREE GRANTING EVENING PROGRAMS BECOME INVOLVED?

The Commission's answer is, "Maybe they should not." Several of the State Colleges in metropolitan areas make it possible for students to earn degrees with majors in many different fields exclusively through enrollment in evening programs. It may be that these colleges are meeting the needs of their area. Certainly, in the opinion of the Commission, programs should not be established through the external degree structure which would compete with the regular programs of a college. Possibly the market survey will show, however, that there are needs which are not being met. Possibly, in some instances, there are relatively remote areas (by time, if not distance) which are not being served even by a metropolitan college with an evening program. Or, possibly there are special needs which can be met only through external degree programs Possibly the external degree model offers the opportunity, in professional areas, to more effectively integrate the work experience of students with their educational experience. Or, in some instances, perhaps there are cultural groups for whom the "psychological distance" from the campus is too great, for whom at least initially, neighborhood-based programs would fill the need. Or, possibly a college in this category might become involved only as part of a consortium offering instruction, perhaps primarily in professional areas, to employees of State agencies.

Perhaps such colleges will become involved only through small, special-purpose programs. Or, perhaps they will not become involved at all.

WHAT FORM MIGHT STATEWIDE CONSORTIA TAKE?

All of the possibilities will not be envisioned by the Commission until after it has completed its survey of the educational needs of employees

of State agencies. However, one possibility is offered for purposes of illustration:

A program might be developed for youth counselors in California Youth Authority institutions. There might be one major especially designed, such as, possibly, counseling (correctional emphasis). Or, there might be, in addition to a counseling major, several traditional majors such as psychology, sociology, and/or public administration.

Once the survey of educational needs of Youth Authority personnel is completed and studied, faculty members will be retained as consultants to form Curriculum Development Teams. Faculty members will be selected from colleges on three bases:

1. Location proximate to Youth Authority institutions and offices where there are enough potential students to warrant establishing a program.

2. Colleges with curricular strengths in the major areas of academic or professional interest as evidenced by the survey.

3. Willingness on the part of the college president to allow the faculty member to participate this way, in anticipation of the eventual involvement of the college.

In the instance of the Youth Authority, as an example, it is anticipated that there will be interest in programs by two major classifications of employees: youth counselors employed in institutions and parole officers employed in district offices. It is anticipated that the needs of the former group will be primarily for undergraduate instruction, and for the latter group primarily instruction leading to masters degrees. It is envisioned that separate Curriculum Development Teams would be established for each. As presently envisioned, those employees interested in traditional majors would be served by external degree programs which might be offered by the State College closest to them by whatever variety of "delivery systems" that college might opt to establish.

The specially designed majors, it is envisioned, would become part of a statewide curriculum. Each member of a Curriculum Development Team would return to his college with the proposed curriculum and request, through the consultative processes used on that campus, its adoption by the college as a pilot project.

It makes sense to the Commission that if there is to be a professionally oriented curriculum designed specifically for the

employees of an agency, that it should be developed in conjunction with training officers and administrators of the agency, and should be similar for agency personnel regardless of the area of the State in which they are employed. However, it is proposed that each college involved in the consortium would be responsible for the operation of its own program; that students who completed the program would receive their degree or professional certificate from the college in which they were enrolled. The mobility of State employees being what it is, the existence of a common curriculum would facilitate transfer from one college to another by students who are transferred by their agency. The requirement that the last twelve units of work shall be taken in the college which will grant the degree is one which the Curriculum Development Teams and the participating colleges must study.

Outside of the joint development of a common curriculum, the collective responsibilities of participating colleges in a consortium would seem to be:

1. Working with the Commission in establishing the evaluation design which would apply to each of the colleges;

2. Establishing a curriculum steering committee which could become a vehicle for the revision of the curriculum.

It would be unwise to anticipate, in too great detail, the problems and opportunities which this approach will present. Two examples are offered:

1. It may make sense to the Curriculum Development Teams to develop one common curriculum to serve parole officers of both the Youth and Adult Authorities;

2. Some occupations and educational needs are common to many agencies and these, in cooperation with the State Personnel Board, conceivably could call for common curricula to be offered in regional learning centers. Or, perhaps for these classifications consortia would not seem to be indicated.

HOW ABOUT TRAVEL TIME FOR FACULTY GOING TO DISTANT POINTS?

Under existent regulations this could not be allowed. However, students being served in areas remote from a campus have advising needs which cannot be satisfied through the on-campus office hours of faculty members. A faculty member teaching a three unit course in such a remote area could, under existent regulations, be given four units of released time with one unit

or more being assigned to him for counseling responsibilities. The cost of such additional release time for a faculty member would have to be considered, of course, in developing the fee structure which would be required to make a given pilot project economically feasible.

IS THE COMMISSION A PERMANENT BODY?

No. The Commission envisions its present life to be approximately five years. It is a body which is advisory to the Chancellor. It has no administrative responsibilities and it seeks none. It believes it can be most effective as an advisory group. Prior to going out of existence, at the end of the pilot project phase, it will offer to the Chancellor its recommendations regarding the administrative structure which it believes could best serve external degree programs.

WHO WILL ADMINISTER PILOT PROJECTS?

The responsibility for the administration of pilot projects will be vested in the individual college. Although it assumes and recommends that this will be done through the Continuing Education structure, this is a matter which each campus must decide. The relationship of pilot external degree programs to the Office of the Chancellor will not differ from that of regular programs. The responsibility of the Commission, during the pilot project phase of external degree programs, will be to monitor the evaluation of these programs, and make recommendations to the Chancellor. It will not have administrative responsibility for the programs.

WILL THERE BE A STATEWIDE EXTERNAL DEGREE MECHANISM?

This is certainly one of the options which is available to the Commission to recommend. It has not thus far indicated interest in this option. It assumes that identified needs can be met through programs established by individual colleges and through the consortium approach described above. At the present time, no consideration is being given to the possibility of a statewide external degree college. Whatever eventually evolves will be the result of systemwide deliberation regarding the pilot project experience.

WILL EXTERNAL DEGREE PROGRAMS BE OCCUPATIONALLY ORIENTED, PRIMARILY?

It is the hope of the Commission that the instruction in the external programs of the California State Colleges will be no more occupational in emphasis than the on-campus programs of the California State Colleges. It assumes that the need for programs of a liberal education off-campus may even be greater, relatively, than on-campus. However, the emphasis will be determined, in the final analysis, by the kinds of pilot programs which are proposed by the individual colleges.

WHAT IS ANTICIPATED IN THE WAY OF SPECIAL CERTIFICATE PROGRAMS?

The appropriate answer to this question will become clearer after needs are more adequately assessed, including further information regarding the purpose which special or professional certificates might serve. For example, if a special curricula is designed for State agencies (or businesses) the agency might make the decision that a professional certificate could be one of the prerequisites for certain occupational classifications.

In some instances, professional certificates could be awarded for individuals who complete the professional or occupational major sequence, but who do not enroll in (or satisfactorily complete) the related liberal arts requirements which would warrant the granting of a Bachelors Degree. Or, in some instances professional certificates would be awarded for the completion of professional or occupational sequences by individuals who already hold a Bachelors or Masters Degree and who are not interested in another degree.

WILL THERE BE A SPECIAL DEGREE FOR EXTERNAL PROGRAM GRADUATES?

There will not. Some institutions such as Syracuse, Harvard, and the University of Oklahoma, as examples, have established special degrees which are known as degrees which are earned through external programs. This will not be done in the California State Colleges. It has been determined that in the California State Colleges the educational quality of external programs leading to degrees shall be comparable to or superior to the same or similar programs offered on-campus. The "credibility" of these degrees will be dependent upon involvement of regular faculty members and on rigorous evaluation of the results of the program.

WHAT ABOUT THE USE OF TECHNOLOGY?

It is the belief of the Commission that, at this time, our "hardware" capability outstrips our "software" capability. The Commission hopes that there will not be a "headlong rush" into the use of electronic technology without adequate evaluation of the quality of the instructional material available. The Commission assumes that faculty will want to ensure, in any instructional pilot programs, that there is adequate opportunity provided for student-faculty and student-student interaction.

A number of possibilities are still to be explored regarding the use of technology which would maximize this kind of interaction. In this regard, the Commission will be seeking and sharing with the faculties the best information and advice it can obtain.

In the meantime, the Commission is using the limited funds available to it for this purpose to bring together curriculum review teams to evaluate available

independent study materials, including those of the British Open University.

While the Commission tends to have a degree of skepticism about the extent to which education can be "mechanized," it also hopes that pilot programs will explore the possibility that students, particularly adult students, are capable of a great deal more independent learning than is assumed by our traditional instructional models, and that there may be ways of more efficiently and more excitingly using faculty resources.

WILL THE CALIFORNIA STATE COLLEGES GRANT DEGREES SOLELY BY EXAMINATION?

This would certainly not seem to be a short-range possibility. Whether or not it ever becomes a possibility will depend upon the results of long-range, in-depth studies conducted by faculty of the California State Colleges. More needs to be known, in the opinion of the Commission, regarding the distinguishing characteristics of college graduates in given fields. The Commission believes that faculty members will want more evidence that existent instruments for assessment adequately measure all of the important aspects of "the college experience." The fact that the Commission will be seeking funding for studies of this sort does not mean that it assumes that the study will result in "degrees by examination."

On the other hand, the Commission does believe that studies must be conducted for the purpose of determining how to adequately and equitably grant "credit by evaluation." Particularly in occupational and professional areas, attention must be given to ways of evaluating the experience.

As with all other external degree approaches, whatever will be decided will be the result of full faculty deliberation.

WHEN WILL EXTERNAL DEGREE PROGRAMS BE REGULARIZED?

Another way in which the question has been asked is, "External degree programs - flexibility or chaos?" It is the Commission's posture that during the experimental pilot project phase of development, diversity should be maximized and a full spectrum of experiences subjected to evaluation. Obviously, in the long-run, some degree of regularization and standardization should be required. It is the Commission's belief that these decisions should be based on the experience earned during the period of pilot experimentation.

"IF I WANT TO PROPOSE A PROGRAM WHAT DO I DO?"

Faculty members interested in proposing a pilot program should:

1. Talk to his Chairman and/or Dean in his own school and/or department;

2. Discuss his proposal with the Vice President for Academic Affairs and the Dean of Continuing Education;

3. Review the following Commission documents:

   a. "Various Models for External Degree Programs"
   b. "Procedures to be Followed by the Commission in Acting on Proposals Received from the College"
   c. "Criteria to be Utilized by the Commission on External Degree Programs in Considering Proposals from the Colleges"
   d. "Guidelines for Implementation of Trustee Regulations Regarding Fees, Residence Credit and Establishment of New Majors"
   e. "Guidelines for Evaluation of Pilot External Degree Programs"
   f. "Outline for Proposals for Pilot External Degree Programs"

4. (Consultation with the Commission staff is possible at any point during the developmental phase. The request for consultation should be made through the Academic Vice President or President.)

5. The goals of the project should be stated by the proposers in terms which are as operational as possible.

6. A faculty member competent in the field of evaluation and research, and not involved in the project, should be selected as Project Evaluator.

7. Before the goals of the project are adopted in final form, they should be discussed with the Evaluator. His purpose will not be to modify the substance of the goals but to help the proposers to state them in terms which can be subjected to evaluation.

8. Project developers should consult with the Dean of Continuing Education in proposing the fee structure.

9. Take the proposal through the usual on-campus consultative channels.

10. If a proposal receives on-campus approval, it should be submitted to the Commission through the President or the Academic Vice President.

11. During the developmental phase and at the point of receipt of the final proposal, the Commission will work closely with Academic Planning in the Chancellor's Office. Their recommendations will then be submitted to the Chancellor who will make the decision regarding implementation.

be submitted to the Chancellor who will make the decision regarding implementation.

WHAT ABOUT EXTERNAL DEGREE MODELS FOR REGULARLY ENROLLED STUDENTS?

Some instructional models ordinarily thought of in other parts of the country as "external degree models" could just as effectively be utilized with regularly enrolled students. For example, models based on individual contracts or those placing major emphasis on independent study, could just as easily be implemented on-campus with regularly enrolled students under the state-support program.

SHOULD SUCH PROGRAMS BE SUBMITTED TO THE COMMISSION FOR EXTERNAL DEGREE PROGRAMS?

The answer is, "No." The Commission, at this point, will deal exclusively with pilot programs which will be operated within the self-support structure.

Programs of the sort referred to should be directed to Vice Chancellor Langsdorf in his capacity as Chairman of Task Force I. In order to avoid confusion of terminology within the State Colleges these programs will not be referred to as "external degree programs." When such proposals are received they will be considered by a sub-committee of Task Force I on which the Commission will be represented.

12/13/71
nf

AN APPROVED PROPOSAL

MASTER OF BUSINESS ADMINISTRATION

External Degree Program

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

Submitted to

The Commission on External Degree Programs
The California State University
and Colleges

March 15, 1972

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APPROVED:

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1. NAME OF COLLEGE

California State College, Dominguez Hills

2. MAJOR TO BE OFFERED

The proposed pilot program will offer a Master's Degree in Business Administration.

3. IS MAJOR IN ACADEMIC MASTER PLAN?

The Master's Degree in Business Administration is contained in the Academic Master Plan for the college.

4. WHICH DEPARTMENTS OR SCHOOLS?

The MBA is a graduate program housed administratively in the School of Social and Behavioral Sciences.

5. AUTHORS

The authors of the pilot external degree program proposal are Dr. Robert M. Bersi, Dean of Educational Services, and Dr. Martin R. Blyn, Director, MBA Program.

6. GOALS OF THE PROJECT

a. The goal of the Master of Business Administration program is to prepare men and women presently working in a managerial situation to obtain a broader view of the management function and to increase their ability to understand and participate in the decision-making processes.

b. There will be a dual focus within each area of the program. The first will be to develop cognitive skills such as using quantitative

techniques and understanding functional areas of management. The second emphasis will be the introduction of affective attitudes relating to the social setting of business.

c. The proposers intend to provide students with:

1. A broad overview of business and society.
2. A perception of the management process in terms of management, organizational, and behavioral theories.
3. The quantitative techniques used in solving business problems.
4. An understanding of the functional areas of finance, marketing, and production management.
5. An integrative seminar providing an opportunity for students to work on actual business problems.
6. An internship providing an opportunity for students to better understand their own professional development and problems confronted in their jobs.
7. An opportunity to meet extensively with leading business executives to gain varied perceptions of the management role.

d. Support affirmative action programs for the improved employment of women and racial and economic minorities.

7. DESCRIPTIVE SUMMARY

The Master's Degree in Business Administration will be offered as an external degree program to men and women presently holding

management positions in commerce, finance, industry, and public service. They will, for the most part, be residents of the CSCDH service area in southwest Los Angeles County. Employers will be urged to recommend women and minority employees for the program and underwrite the cost thereof so that these persons may advance to management-level positions.

This program will be offered at a regional center which has been established at the Del Amo Financial Center in Torrance, from which most initial students are expected to come. It is estimated that at least 40 students will be enrolled the first year, each taking two courses per quarter, enabling students to finish their course of study in seven quarters. This will involve two faculty members as instructors (or 7/9-time faculty equivalent), both of whom will be from the college's regular faculty, not only from Business Administration but also from Economics and Behavioral Science. In addition, students will be exposed to senior-level management personnel who will serve as guest lecturers in seminars.

The instructional component will consist primarily of lecture, case study, seminars, and supervised work experience, to provide students with not only a broad view of the management function but also with a personal, guided involvement in their own career problems and professional growth.

8. CRITERIA

This external degree program, the Master's Degree in Business Administration, will satisfy the first two criteria established by the Commission which include extending a degree to people whose occupational responsibilities do not permit them to spend major blocks of time "in residence" on a college campus, and to extend these opportunities to people who are employed in the private and public sectors.

9. CONSORTIUM

Not applicable.

10. LEVEL OF INSTRUCTION

This pilot program will offer graduate level instruction.

11. WHICH EXTERNAL MODEL?

This pilot program, in order to serve a unique clientele, will constitute a combination of the regional campus and weekend/evening college models posed by the Commission.

12. USE OF MEDIA

Not applicable.

13. ACADEMIC QUALITY

In order to assure high standards of educational quality, this pilot program will include:

a. Instruction offered by regular members of the faculty as part of their normal course load, or by guest lecturers selected by the

participating departments responsible for instruction.

b. An identifiable core of faculty responsible for the continuous evaluation of the curriculum and assessment and certification of students including the Director of the MBA program, an Assistant Director for Curriculum Planning and Review, and the Director of Institutional Research who will act as project evaluator, plus identified core faculty members who will be teaching in the program.

c. Access to all on-campus library facilities and instructional resources, the excellent facilities of the public library at Palos Verdes and Torrance, and a special business library to be established and maintained by one or more businesses at the Del Amo Center.

d. Students will be evaluated on their achievement utilizing standard grading procedures.

e. Students will be expected to maintain an academic GPA of 3.0 in all areas, which will be derived from the successful completion of all tests, projects and case studies.

14. LIST OF REQUIRED COURSES IN MAJOR

The list of required courses include:

1. Social Setting of Business
   B.A. 401. The Corporation and Its Social Setting
   B.A. 404. Law and the Economy

2. Managing the Enterprise
   B.A. 410. Management Theory
   B.A. 411. Organizational Theory and Behavior

3. Quantitative Techniques in Business
   B.A. 420. Quantitative Methods in Business
   B.A. 424. Business Conditions Analysis
   B.A. 430. Managerial Accounting

4. Functional Areas of Management
   B.A. 440. Production Management
   B.A. 450. Marketing Management
   B.A. 460. Corporate Finance

5. Integrative Seminars
   B.A. 490. Seminar in Business Policy
   B.A. 485. Seminar in Management

6. B.A. 480 - Management Internship (repeatable)

15. LIST OF COURSES - RELATED FIELD REQUIREMENT

Not applicable.

16. ELECTIVES

Not applicable.

17. CYCLE OF CURRICULAR OFFERINGS

a. The pilot program will begin Fall quarter, 1972, and will end no later than Spring quarter, 1977.

b. Inclusion of the MBA external degree program will be considered as a permanent curricular offering by the end of Spring quarter, 1976.

c. It would be possible for students to complete the entire cycle of study in seven academic quarters. Summer sessions would be implemented as full quarters, with faculty members being reimbursed at full-salary, ten-week summer session salary schedules.

d. During the pilot phase, four cycles of beginning students will be admitted, with a fifth class admitted contingent upon a

decision to continue the program. Some students will be admitted mid-year to make up for attrition and retain a minimum enrollment of 40 students.

e. Students who are enrolled in the external program will be guaranteed that the program will not be terminated prior to their graduation. Students will, however, be allowed only a three-year maximum time for completion of their course of study, and no commitment can be made to them beyond that time.

f. Course Outline

1. B.A. 401	B.A. 410
2. B.A. 480	B.A. 411
3. B.A. 420	B.A. 430
4. B.A. 404	B.A. 424
5. B.A. 440	B.A. 450
6. B.A. 460	B.A. 485
7. B.A. 490	B.A. 480

g. With underwriting from the Continuing Education Reserve funds, the college will be able to sustain the initial pilot phase through to self-support. Consequently, CSCDH will be able to present these courses sequentially.

18. ADMISSION AND "MATRICULATION"

The primary criteria for determining eligibility will be: (a) the applicant's present employment in a management position, (b) demonstration that he/she has fully utilized his/her present level of education, (c) that their future growth in the organization would benefit by additional education. To implement the above criteria, the following will be required:

1. A letter from the applicant's senior supervisor testifying to the criteria set forth above.
2. A completed application form.
3. A minimum of 60 semester or 90 quarter units of college-level work at an accredited institution.
4. A personal interview where indicated.

Following acceptance by the MBA program, external degree program students will be enrolled upon payment of the necessary fees.

19. NUMBER OF FACULTY

a. The number of full-time faculty equivalent positions for each quarter during the first year will be 7/9. During the second year of operation, 2 faculty equivalent positions will be utilized.

b. In the first year of operation, two individuals will teach in the program each quarter; in the second year, probably four individuals will participate in instruction.

c. About 2/3 of the faculty participating in the external degree program will be regular members of the faculty.

d. Part-time faculty will be utilized to supplement both the on-campus release time for participating faculty in the external program, and in the external program, per se, a normal campus procedure.

e. The regular MBA faculty will teach in the external program as part of their normal course load. There will be no overload except for the option of accepting the ten-week summer session. Every effort will be made not to have faculty teach four sessions consecutively.

20. ESTIMATED ENROLLMENT

The estimated enrollment will be 40 students admitted each year, all of whom probably will be enrolled in both courses offered each quarter. This enrollment estimate is based on the perception of demand and faculty availability.

21. - 23. See attached budget.

24. NEW MAJORS

The Master of Business Administration is presently included in the college Master Plan as an on-campus program. Inclusion of the MBA in the college curriculum as an external program would rest solely on its own viability.

25. SERVICE REGION

The external program does not intend to exceed the college's designated service area. Consequently, no infringement of another State College's service area will occur, other than the possible inclusion of students who work but do not reside in the CSCDH area.

26. CONSULTATION WITH OTHER SECTORS

The CSCDH external program will not affect community colleges in any way, nor has it been planned in conjunction with any private institution. CSCDH has, however, informed these area colleges of the existence of the program.

27. PROJECT EVALUATOR

The Project Evaluator for the MBA external degree program will be the college's Director of Institutional Research, who has received his doctorate in data processing and has been engaged in evaluation and research at CSCDH since 1969. He will not be connected to the MBA in any other capacity than as Evaluator.

The Project Evaluator and his department will be reimbursed for their time from external degree revenue. Costs have been included in the budget (see attached).

28. EVALUATION DESIGN

Evaluation of the Master of Business Administration external degree program will focus on the examination of key objectives necessary

to the attainment of the goal of imparting an understanding of the management function and increasing the students' abilities to understand and utilize the decision-making processes.

Process Objective 1

Forty degree candidates will be admitted in the Fall quarter of 1972 and forty new candidates will be admitted each Fall quarter thereafter, during the pilot phase of this program.

DATA:

1. Applications for admission as degree candidates will be held on file in the MBA office.

2. Final rosters of accepted students will be held in the office of the Dean of Continuing Education.

CRITERIA:

The objective will be met for the Fall quarter of 1972 if at least 40 enrollees who have submitted applications are accepted and enrolled as degree candidates for that quarter. The objective will be met for the following year if a minimum of 40 new students are admitted to the program.

RESPONSIBILITY:

It will be the Project Evaluator's responsibility to review the class rosters for the first quarter of each academic year to determine adequate enrollment.

Process Objective 2

If 30 or more additional qualified students apply for admission to the program, appropriate numbers of class sections will be opened to them.

DATA:

1. Applications for admission will be reviewed in the MBA office following the initial selection of the first 40 enrollees.

2. Thirty or more qualified applicants will be grounds for consideration of a new section for offered classes.

CRITERIA:

The objective will be met if there are at least thirty qualified applicants who would fill an additional class section or sections. It will also be met if there are fewer than 30 available enrollees and additional sections are not opened.

RESPONSIBILITY:

It will be the MBA admission evaluators' responsibility to determine eligibility and review the number available.

It will be the responsibility of the Dean of Continuing Education to make arrangements for establishing additional courses or sections based on available faculty and facilities as well as numbers of students.

Process Objective 3

To assure a minimum enrollment of 40 students, attrition will be compensated for by admission of new students mid-year in numbers sufficient to retain the beginning enrollment figure.

DATA:

1. Class rosters will be maintained with a record of the number entering vs. number of dropping out permanently.

2. New students will be recruited to fill available slots.

CRITERIA:

The objective will be satisfied if enrollment is kept consistent with the number of entering students in each Fall quarter.

RESPONSIBILITY:

It is the Project Evaluator's responsibility to notify the Dean of Continuing Education of available openings created through attrition.

It is the Dean of Continuing Education's responsibility to recruit new students through extant channels of communication in the business community.

Process Objective 4

One hundred percent of the students in the external degree MBA program will presently be employees serving in a management capacity of either public agencies or private firms.

DATA:

1. Information will be collected through the application requirements verifying employment.

2. Records will be maintained in the MBA office and with the Project Evaluator.

CRITERIA:

This objective will be satisfied if it is determined that all of the enrolled students are presently employees working in a management capacity.

RESPONSIBILITY:

It will be the Project Evaluator's responsibility to review the records with the MBA faculty to assure that all students are employed in management areas and to work with faculty advisors to guarantee that students continue to be so employed.

Process Objective 5

Students will be accepted on the basis of eligibility determined through evaluation of (a) an application form, (b) college transcript, (c) a letter of reference and verification of employment from the applicant's senior supervisor, and (d) for those applicants who do not possess the baccalaureate

degree an interview with the MBA Admissions Committee.

DATA:

1. All forms must be completed and in the possession of the MBA Admissions Committee.

2. An interview must be held with the Admissions Committee.

CRITERIA:

The objective will be met if students file the appropriate information with the MBA office and complete the interview. No student can be considered for admission without these data being available to the Admissions Committee.

RESPONSIBILITY:

It is the responsibility of the Dean of Continuing Education to inform interested applicants of the application requirements.

It will be the responsibility of the Admissions Committee to have all pertinent information collected before making final assessment of eligibility.

Process Objective 6

Following admission, all final grade records will be held in Admissions and Records, with the Project Evaluator and MBA office retaining evaluation records.

DATA:

1. Final grade and credit records will be submitted to Admissions and Records by the MBA faculty.

2. Admissions and Records will retain this information for issuing GPA and for final candidacy verification.

CRITERIA:

This objective will be met if records for program evaluation are retained by the faculty and Project

Evaluator and if final records only are retained by Admissions and Records.

RESPONSIBILITY:

It is the responsibility of the faculty to submit evaluation reports to the Project Evaluator and final grades to Admissions and Records.

It is the responsibility of Admissions and Records to retain GPA and credit information for final verification of graduation status.

Process Objective 7

The Admission Test for Graduate Study in Business will be administered to all MBA candidates.

DATA:

1. The ATGSB will be an entrance requirement for all on-campus MBA students.

2. The ATGSB will be administered to all external-program students following admission and enrollment.

3. ATGSB scores will be used an an index of entering aptitude in business and as a co-variance factor.

CRITERIA:

The objective will be met if all students take the ATGSB and the resulting scores are available for analysis in the total MBA program.

RESPONSIBILITY:

The Project Evaluator will have the responsibility for verifying that 100 per cent of MBA students have taken the test and that the scores are in his possession to be used as a co-variance factor for Product Objectives 2 and 3.

Process Objective 8

Previous academic experience will be evaluated to determine equivalencies of academic background between on-campus and external degree students as well as among external degree students.

DATA:

1. Records of past college-level work will be evaluated.

2. Comparisons will be made on previous college work in terms of specific courses, such as statistics, math, and management theory.

3. Comparisons of ATGSB scores will be made.

CRITERIA:

The objective will be satisfied if all data are analyzed for their weight as possible co-variance factors for final evaluation procedures.

RESPONSIBILITY:

It will be the Project Evaluator's responsibility to collect the data and to analyze the degree of correlation between previous college-level work and graduate academic achievement, to be stated either statistically or narratively.

Process Objective 9

All faculty, with the exception of guest lecturers in seminars, will be full or part-time regular faculty who will teach in the external program as part of their regular load.

DATA:

1. Regular college faculty will be given teaching assignments in the external MBA program.

2. Part-time faculty will be hired per normal criteria to teach either in the external program or the on-campus

program to supplement regular faculty teaching in the external program.

CRITERIA:

The objective must be satisfied by the assurance that the faculty teaching in the external program are as academically qualified as those teaching in the on-campus MBA program.

RESPONSIBILITY:

It is the responsibility of the MBA program faculty and the faculties of the participating departments of Economics and Behavioral Science to select faculty members through existing channels in accordance with on-campus standards.

Process Objective 10

Library facilities will be made available through existing on-campus library resources and through special arrangements made with Palos Verdes and Torrance Public Libraries for free access to their resources.

DATA:

1. All on-campus library facilities will be available to external program students through the use of a student identification card.

2. The CSCDH student identification card will enable students who are non-residents of the communities to use the public library facilities in the two cities mentioned.

CRITERIA:

The objective will be met if all external students have access to both on-campus and public library resources made available through special arrangements.

RESPONSIBILITY:

It is the responsibility of designated personnel in the

MBA program to assure continuation of availability of public library resources in these areas to supplement the on-campus business collection.

Process Objective 11

The MBA External Degree Program will become self-sufficient by the initiation of a $32.50 per quarter unit fee for each course in the MBA external program.

DATA:

1. Fees of $32.50 per quarter unit will be assessed and collected for each student in each course.

2. Expenditures such as salaries, facilities rentals, etc. will be made.

3. A review of self-support status will be made each quarter.

CRITERIA:

The objective of self-support will be met if all expenses can be covered through the fee structure in terms of existing salary schedules for faculty reimbursed time, facilities costs, and overhead.

RESPONSIBILITY:

It is the responsibility of the Dean of Continuing Education to review the budget for each quarter and make necessary recommendations for revision to the appropriate authorities.

Process Objective 12

At the end of each academic year an "Annual Report" will be prepared.

DATA:

1. A comprehensive report describing and evaluating the year's activities.

CRITERIA:

The objective will be met by the publication of this report and its submission to the External Degree Commission.

RESPONSIBILITY:

Drs. Bersi, Blyn, and Cagan will share this responsibility.

Product Objective 1

Students will be expected to show a mastery of the affective areas of business administration which is at least equal to the on-campus students' abilities.

DATA:

1. Students will be expected to complete Section 1, "The Social Setting of Business."

2. Students will take a comprehensive examination presented in the form of case studies related to the information obtained in Section 1.

CRITERIA:

The objective will be met if external degree program students are able to solve problems presented in the comprehensive examination well enough to compete equitably with the on-campus students in a like examination. The external degree students must have final scores at least equal to those of the on-campus students, or exceed the on-campus distribution of 3.0 and 4.0 scores with fewer 1.0 and below.

RESPONSIBILITY:

It is the faculty's responsibility to develop comprehensive examinations employing complex problems and case studies which is applicable to the information learned by both on-campus and external degree students.

The Project Evaluator has the responsibility for comparing the examination scores for both groups and evaluating the degree of success or failure evidenced by the external students as compared to the on-campus students.

Product Objective 2

Students will be expected to show a level of competency in the quantitative areas of business administration which is at least equal to that of the on-campus students.

DATA:

1. Students will be expected to complete Section 3, "Quantitative Techniques in Business."

2. Students will be expected to take a standardized comprehensive examination at the completion of this section, which will be administered to all MBA candidates.

3. Tests will be evaluated by a team of faculty with no no knowledge of which students' tests they are grading. No designation on test papers, names or codes, will be known by the evaluating faculty.

4. Tests will be evaluated on the regular 4.0 scale and categorized according to respective levels of achievement.

CRITERIA:

The objective will be met if there is no statistically significant difference between the on-campus and external degree program students' scores or if the external degree students' scores are higher, with a greater proportion receiving 3.0 and above and fewer receiving 1.0 and below.

RESPONSIBILITY:

It will be the faculty of the MBA program who will create the standardized examination based on the curriculum of Section 3.

It will be the Project Evaluator's responsibility to administer the comprehensive examination to facilitate anonymity whenever possible. When this is not feasible, the Project Evaluator will collect examinations, ungraded, and submit them with all identification removed, to a team of faculty for grading.

The Project Evaluator will then retain the information on final scores for analysis and return test scores to faculty instructors for distribution to the appropriate students. The information collected by the Project Evaluator will be compared between groups and will be compared with the students' ATGSB scores for co-variance analysis.

Product Objective 3

Students enrolled in the external degree program will be expected to show a level of competence in the organizational and problem-solving areas of Business Administration which is at least equal to the on-campus students' abilities.

DATA:

1. Students will be expected to complete Section 2, "Managing the Enterprise" and Section 4, "Functional Areas of Management."

2. Students will be expected to pass a standardized comprehensive examination at the completion of these sections, which will be administered to all MBA candidates.

3. Tests will be evaluated in the same manner as those which follow the Quantitative sequence (see Product Objective 2).

CRITERIA:

The criteria for meeting this objective will be the same as that for the comprehensive examination given for the Quantitative section in Product Objective 2.

RESPONSIBILITY:

The Project Evaluator will follow the same procedure as with Product Objective 2.

Product Objective 4

External degree program students will participate in the Integrative Seminar which will utilize a "business game" involving problem-solving and role-playing within a defined business situation. Through this, students must show evidence of a mastery of an ability to synthesize

information and to apply that information to the solution of problems within a predetermined role.

DATA:

1. Students will be evaluated on the basis of their ability to evolve the greatest number of solutions consistent with the problems confronting them utilizing relevant information.

2. All students, both external and on-campus, will be evaluated on a Pass/No Pass basis.

CRITERIA:

The objective will be met if the students in the external program obtain Pass ratings in equal numbers to or in excess of the Pass ratings for on-campus students.

RESPONSIBILITY:

Instructors in these courses will be senior-level management personnel who will lead the games and/or compete with students.

The college faculty will serve as final evaluators and will employ predetermined situational objectives as the measurement for determing Pass/No Pass ratings.

The Project Evaluator will have the responsibility of tabulating the ratio of on-campus Pass grades to external program Pass grades.

Product Objective 5

The Seminar in Management, B.A. 485, is a non-graded credit course. Attendance will be required, but the primary purpose of the seminar is to provide information to the students through meetings with top-level management personnel who will discuss their management functions and problems with students. Consequently, no evaluation will be made of

either students or the course. It is presumed that students will be sufficiently matured academically and professionally to gain significant input from these discussions.

Product Objective 6

Students will be expected to utilize the External Degree Program in Business Administration to help formulate their own degree and career objectives and to show concerted effort toward the attainment of these personal goals as evidenced by increasing competency in the two sections of Business Internship.

DATA:

1. Each student will take B.A. 480 at the beginning of the course of study and utilize this course to define his own problems and project future goals.

2. Each student will again take B.A. 480 at the end of the degree program and utilize this experience to compare and contrast the behavioral changes and the degree of consistency with his own goals.

3. Data will be obtained for each student consisting of:
   a. Employer's own evaluation form.
   b. Employer's evaluation based on a standardized form issued by the MBA program.
   c. Student's evaluation of himself in terms of his work experiences, changing behavior on the job, and attainment of own objectives.
   d. Faculty advisor's correlation of the first three evaluations and own assessment of the student's progress and professional maturation.

CRITERIA:

The objective will be met if, as shown by the collected personal data, at least 50% of the students have met

their own degree and career goals, however they have evolved, through evidence of a changing ability to handle problems within his/her profession.

RESPONSIBILITY:

The faculty advisor will have the responsibility for obtaining the three evaluation forms and analyzing the results in integration with his own evaluation of the student.

The Project Evaluator will have the responsibility for collecting final assessment from the faculty evaluators and comparing the ratings, on a scale to be determined, for the degree of success evidenced by both external students and on-campus students.

Product Objective 7

It is expected that 75% of all students enrolling in the MBA External Degree Program will complete the program and will do so within the seven-quarter sequence defined as minimum time.

DATA:

1. The entering roster of students will be compared to the graduating roster at the end of the eighth quarter.

2. The percentage of those graduating in the minimum time will be computed.

3. The percentage of those failing to continue will be computed.

CRITERIA:

The objective will be satisfied if 75% of those entering the first quarter of the program graduate in the seven-quarter sequence, whether or not they take one quarter's leave-of-absence for vacation.

RESPONSIBILITY:

It is the responsibility of Admissions and Records to maintain the class rosters and to supply the Project Evaluator with the information of enrollees and graduates.

The Project Evaluator will have the responsibility for analyzing the rosters for the percentage who have finished within seven quarters.

29. CERTIFICATE PROGRAMS

Not applicable.

30. FINANCIAL AIDS

Financial aids are not perceived to be a necessary consideration in terms of the usual sources of these types of assistance. Employers are being advised of the existence of the External Program and will generally underwrite their employee(s)' participation in this course of study.

California State College, Dominguez Hills

MBA External Degree

Budget Details for 12 Months (4 qtrs)
September 1972 - August 1973

Item			
1. Salaries			
Faculty			
1 position for 4 qtrs (Asso. II, Step 1)			$ 15,400
Professional technical assistance for evaluation of program			3,900
Staff Benefits			2,798
2. Operating Expenses			
Facilities (Classroom Space Rental Only)			900
Communications (telephone, postage, brochures)			800
Computer Use			1,500
Supplies and Materials			900
Indirect Costs			
Central Administration	(2.5%)	$ 1,140	
CSCDH Overhead	(4%)	1,664	
Continuing Education Office Overhead	(24%)	9,984	
			12,788
3. Travel			700
TOTAL			$ 39,686

Expected revenue at current fee rates ($12.75 x 32 qtr units x 40 students)	16,320
Expected revenue at requested fee rates ($32.50 x 32 qtr units x 40 students)	41,600

We expect the program to generate sufficient revenue to cover the costs of its initial year of operation. However, in light of its experimental nature and as a hedge against unforeseen circumstances, we ask that the Commission support a request to the Advisory Committee on Continuing Education for a contingency reserve guarantee of up to $10,000 from date of acceptance of this proposal to June 30, 1973.